

Coach Training Manual

Small Group Reading with Appropriately
Complex Text

Tennessee Department of Education | 2018

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Critical Attributes for Semester 5

Small Group Reading

- Integrate the Tennessee Academic Standards
- Use assessment and observational data to group or regroup students homogeneously and heterogeneously
- Identify lesson purpose and objectives that will support skills-based and knowledge-based competencies
- Select and analyze appropriately complex text to provide specific learning opportunities for small groups of students
- Create a classroom environment that supports small group reading
- Use appropriate structures for homogeneous and heterogeneous small group reading lesson to differentiate instruction that may include:
 - Understanding how to introduce a text to support the reader's ability to use meaning, language, and print
 - Observing how readers work through a text
 - Making notes of critical reading behaviors as evidence of student strengths and needs
 - Understanding how to engage students in discussing the text to build knowledge and deeper comprehension of text concepts
 - Making teaching points to support learning of strategies and concepts that students can apply to other texts
 - Addressing the strengths and needs of individual learners within specific developmental reading phases in the areas of accuracy, fluency, and/or comprehension
 - Engaging students in application of letter/word work to support fluency and flexibility in decoding when reading authentic texts

Module 1: Reflecting Upon Past Learning

Objectives

- Recognize the hard work and dedication of our Read to be Ready coaches
- Revisit the work of previous semesters and reflect on successes, stumbling blocks, and hopes for the future
- Set goals for ourselves, our region, and our network

Read to be Ready Coach of the Month

Each month we will be accepting nominations from the TDOE coach consultants and from teachers across the state for the Read to be Ready Coach of the Month. Coaches who receive this honor will be spotlighted on the Read to be Ready website at <http://www.tn.gov/readtobeready>.

We are excited to announce the recipients of the Read to be Ready Coach of the Month award!

Celebrate Success

Read the following quote and consider how the work of a coach contributes to school improvement:

As schools improve, three different but related processes are occurring.

- First, the level of knowledge and skill that teachers and administrators bring to the work of instructional practice is increasing.
- Second, teaching is moving from an individual to a collective activity, and internal accountability—the level of agreement and alignment across classrooms around powerful practices—is increasing.
- Finally, the school is aligning its organizational resources around support for instructional improvement.

(Elmore & City, 2009, p. 27)

Use the table below to record your experiences in relation to the three processes described in the quote above.

Personal Reflection

	Successes	Stumbling Blocks	Hopes
Knowledge and skill increases			
Teaching moving toward alignment and coherence across classrooms			
Organizational support (professional and instructional time and materials)			

Walk-About Survey

	Successes	Stumbling Blocks	Hopes
Knowledge and skill increases	Coach Name:	Coach Name:	Coach Name:
Teaching moving toward alignment and coherence across classrooms	Coach Name:	Coach Name:	Coach Name:
Organizational support (professional and instructional time and materials)	Coach Name:	Coach Name:	Coach Name:

Being a Learning Leader: Real Change Takes Time

School reform theorists agree that sustainable change is challenging and is an ongoing process. Learning leaders need to have an understanding of the dynamics of change. Real change takes time. Education can seem to be an ever-revolving door of initiatives. In order to sustain change and learn how to improve the work that we do as educators, it is important to keep the challenges of change in the forefront.

Read the following quotes and consider the authors' messages about change taking time:

Making change work requires the energy, ideas, commitment, and ownership of all those who are implementing improvements. The urgency of many problems, however, does not allow for long-term 'ownership development' . . . The change process is about establishing the condition for continuous improvement in order to persist and overcome inevitable barriers to reform. It is about innovativeness, not just innovation.

(Fullan, Cuttress, & Kilcher, 2009, p. 11)

One of the main reasons groups have difficulty forging common understanding and agreement is lack of time. It takes time, especially at the beginning of the collaborative process, to establish trust and rapport with one another. It takes time for teachers to reflect on and discuss their own experiences, listen to experiences of others, find effective ways to work together, and establish common goals. Unless time is dedicated, the collaborative process is doomed.

(Lyons & Pinnell, 2001, p. 7)

Many well-intended and well thought out goals for school improvement have not succeeded. 'The history of American education includes a graveyard of good ideas condemned by pressure for fast results'.

(Hiebert, Gallimore, Stigler, 2002, p.13)

The journey of school improvement is not a smooth one. 'It's hard, it's bumpy, and it takes as long as it takes'.

(Elmore & City, 2009, p. 21)

Planning

What are one or two action steps that could enhance your team's ability to continue the progress you have made?

1.
2.

What are one or two action steps you could take to address stumbling blocks that have emerged?

1.
2.

Reflect on Your Journey

Use the space below to draw your journey of school improvement.

A large, empty rectangular box with a thin black border, intended for a drawing or sketch. It occupies the central portion of the page below the instruction text.

Closing Words

So, how long does it take? Educators know deep down that this is not the right question because it implies a finish line or a summit that we will someday reach. But that's not how improvement works. Some days we may feel like Sisyphus, forever pushing the boulder up the mountain, never to reach the top. But other days we get to what we thought was the summit and realize that still greater things are possible, things we couldn't see from below. This is why we teach and lead. Improvement, after all, is essentially learning.

(Elmore & City, 2009, pp. 27-28)

Module 2: Setting the Stage for Small Group Reading Instruction

Objectives

- Contextualize small group reading instruction within the framework for *Teaching Literacy in Tennessee*
- Define homogeneous and heterogeneous small group reading instruction
- Consider the importance of responsive teaching through differentiated instruction
- Assess and analyze student reading behaviors to guide action planning
- Examine the phases of reader development and the Tennessee English Language Arts Standards to better understand reader development

Link to Tennessee English Language Arts Standards

In small group reading, the teacher focuses on the explicit teaching of reading behaviors in the service of comprehension, while incorporating additional **Reading, Writing, and Speaking and Listening** standards, through questioning, discussion, and tasks.

TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

Reflect on Current Understandings

Over the next several days, we will explore small group reading. In preparation for this work, reflect on your current understandings by noting the following:

- ✓ Place a check mark next to statements that confirm your current understandings.
- ★ Place a star next to statements that you hope to learn more about.
- ? Place a question mark next to statements that challenge your current understandings.

Small Group Reading	
Meeting daily with small reading groups provides a chance for the teacher to support the varied needs of learners within the class.	
Students are grouped homogeneously and heterogeneously for small group reading instruction.	
Students are purposefully and flexibly grouped to maximize student understanding and learning efficiency.	
Observational notes and assessments are used to plan for small group reading.	
Teachers are responsive to individual needs related to the phases of reader development through the assessments they use and their intentional planning.	
Teachers are responsive to individual needs and student interests as they integrate grouping options that spark inquiry in connection with skills-based and knowledge-based competencies.	
Texts for small group reading instruction are selected according to the strengths and needs of the readers, are appropriately complex – neither too easy nor too hard – and continually challenge all learners in the group.	
Texts for small group reading instruction are analyzed to determine quantitative complexity, qualitative complexity, high quality and content richness, and reader and task considerations; they are not decodable texts.	
Small group reading instruction provides opportunities for students to apply and extend their skills-based and knowledge-based competencies.	
Small group reading instruction provides cognitive stretch and supports forward progress within and across readers' phases of development.	

Small Group Reading	
Small group reading instruction provides an opportunity for making explicit connections to unit concepts.	
The teacher supports students' speaking and listening as they engage in meaningful conversations during small group text-based discussions.	
Students are active, engaged participants during the small group reading lesson.	
As a result of instruction, a goal for small group reading is for students to read the entire text independently. The teacher prompts for or reinforces strategic activity as needed.	
There is a designated area in the classroom where small group reading occurs, with materials that are organized and readily accessible.	
Other students in the classroom are engaged in productive, independent, or collaborative work, while the teacher meets with small groups.	

Moving from Whole Group to Small Group Instruction

This semester will focus on small group reading instruction. Small group reading, as defined in *Teaching Literacy in Tennessee*, “is an instructional strategy in which a teacher works in a small group to support students as they read appropriately complex text.” Possible purposes for small group reading instruction include:

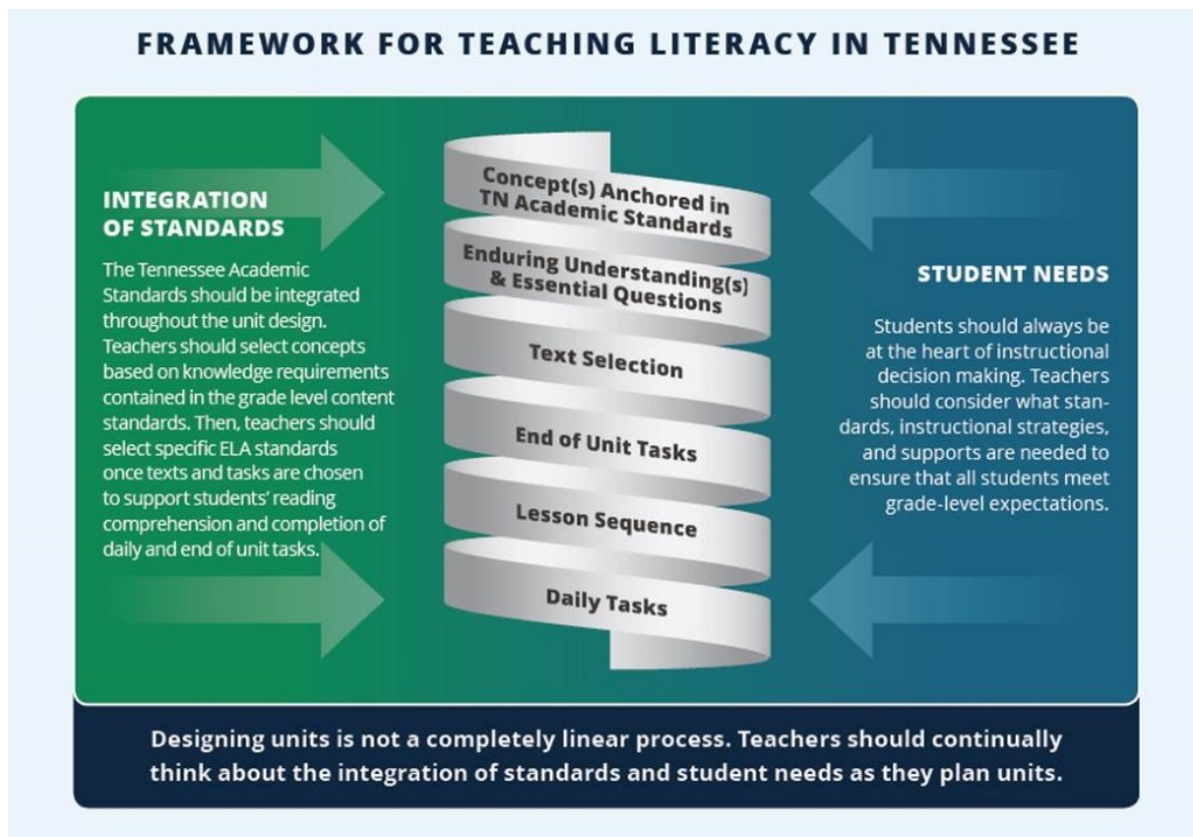
- providing explicit instruction with foundational skills within text*;
- integrating practice with word analysis/decoding skills and strategies;
- integrating practice reading fluently;
- supporting text comprehension, analyzing appropriately complex text, and building knowledge of text concepts*;
- providing applied practice of skills and strategies in reading and writing;
- differentiating based on student needs; and
- providing opportunities for teacher modeling.

(Tennessee Department of Education, *Teaching Literacy in Tennessee*, 2017, p. 42, *indicates wording is slightly updated for clarity from the original document)

Teachers also use small group reading instruction for other purposes, including: building students’ conceptual knowledge in the content areas of science, social studies, fine arts, and technology through teacher led inquiry; fostering student curiosity through student-directed inquiry; or revisiting and deepening understanding of information in needs-based groupings. For example, during small group instruction, there would be in-text application of foundational skills. The skills-based competencies are taught in support of the knowledge-based competencies. Please note that this occurs during Tier I classroom instruction. Small group instruction provides teachers with the opportunity to differentiate instruction within the Tennessee Unit Design Framework.

Framework for Teaching Literacy in Tennessee

The Tennessee Unit Design Framework for developing units of study is anchored in the integration of the Tennessee Academic Standards and the needs of the students. After looking closely at the Tennessee Academic Standards, including English/Language Arts Standards along with Science and Social Studies Standards, teachers determine the concepts and enduring understandings that students need to know and be able to use. They determine enduring understandings and generate essential questions that prioritize the learning of both the concepts and skills, so children can apply their knowledge while reading authentic texts and have multiple opportunities to share their thinking through academic conversations. The selection of multiple texts reflects grade-level expectations and are tailored to student needs. Through a sequence of lessons and daily tasks, teachers develop end-of-the-unit tasks that allow students opportunities to apply what they have read, heard, and experienced during units of study in authentic and meaningful ways.

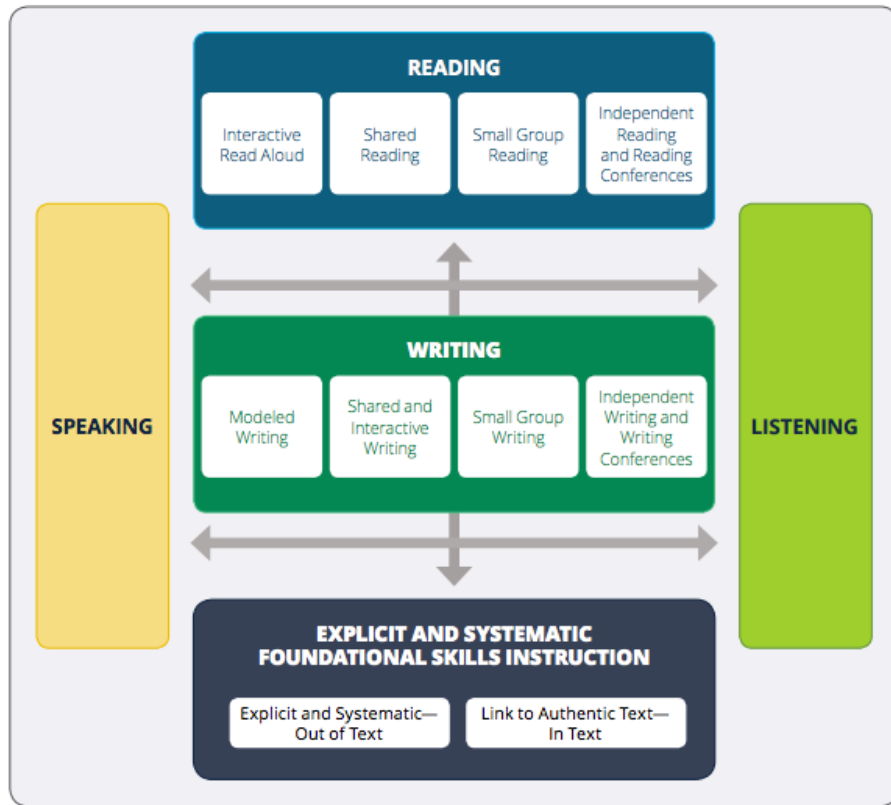


(Tennessee Department of Education, *Teaching Literacy in Tennessee*, 2017, p. 11)

Small Group Reading Within the Elements of the Literacy Block

Each element of the literacy block provides ample opportunities to actualize the Tennessee Unit Design Framework. As teachers plan for interactive read aloud, shared reading, interactive speaking and listening, interactive writing, foundational skills, and small group reading experiences, they are integrating the Tennessee Academic Standards and meeting the needs of the students. Each instructional strategy has the goal of developing readers, writers, and thinkers who are able to use language and print information while making meaning from texts.

During small group reading, teachers integrate reading, writing, foundational literacy, speaking and listening, and content standards as they meet with small groups of students who have similar needs. The texts selected for small group reading are analyzed in order to determine their complexity and how they will best meet the needs of the students in the small group. While teachers are meeting with small reading groups, the other students in the class are engaged in authentic daily tasks that provide students with opportunities to practice and demonstrate their skills-based and knowledge-based competencies.



(Tennessee Department of Education, *Teaching Literacy in Tennessee*, 2017, p. 13)

Skills-Based and Knowledge-Based Competencies

Each element of the literacy block provides multiple opportunities to develop students' skills-based and knowledge-based competencies across the school day. There will always be a wide range of learners in every classroom. Through small group reading instruction, teachers can differentiate lessons to meet the strengths and needs of small groups of students. Teachers support students in becoming proficient readers who are simultaneously developing their skills-based and knowledge-based competencies. Small group instruction provides the opportunity to enhance and expand the learning of all of their students as teachers use multiple pieces of evidence to determine each student's unique skills-based and knowledge-based competencies.

Proficient reading is all about making meaning from text. Proficient readers . . .

- accurately, fluently, and independently read a wide range of content-rich, age-appropriate, and complex texts;
- construct interpretations and arguments through speaking and listening;
- strategically employ comprehension strategies to analyze key ideas and information;
- develop vocabulary; and
- build knowledge about the world.

(Tennessee Department of Education, *Teaching Literacy in Tennessee*, 2017, p. 9)

SKILLS-BASED COMPETENCIES

These competencies are **constrained skills**, meaning that they are learned completely and are universally needed to read and write. Skills-based competencies support students in foundationally understanding how letters, sounds, and words work in print.

Print Concepts

Fluency

Phonological Awareness

Phonics and Word Recognition

Word Composition (spelling)

***Shawn** was highly skilled at deciphering the words on a page. Tests of his ability to blend letter sounds into words and recognize complex spelling patterns placed him on par with fourth grade students. Yet Shawn struggled with comprehension. He routinely failed to derive meaning from the sentences he decoded, and his ability to fly through reading material rarely translated into broader or deeper learning. As the year continued, Shawn's weak comprehension base left him struggling with any task that required more than word recognition.**

KNOWLEDGE-BASED COMPETENCIES

These competencies are **unconstrained skills**, meaning that they develop across a lifetime and are not identical for all readers. Knowledge-based competencies support students in creating meaning from text.

The Ability to Understand and Express Complex Ideas

Vocabulary

Oral Language Skills

Concepts about the World

***Gerald** lacked basic reading fluency, with reading screeners placing his abilities at an early first-grade level. Yet when he had help decoding letters on the page, Gerald brought a deep engagement with the text's meaning and a wide range of comprehension strategies, such as the ability to compare multiple versions of a story. This allowed him to draw useful information from the text. These abilities created a very different arc of progress throughout the year. As targeted interventions addressed Gerald's skill deficits, he was able to excel across subject areas.**

(Tennessee Department of Education, *Teaching Literacy in Tennessee*, 2017, p. 8)

Discuss

How can the purposes of small group reading build upon and enhance the Unit Design Framework?

How do other elements of the literacy block interconnect with small group reading?

How can small group reading instruction help students become proficient readers who utilize both skills-based and knowledge-based competencies?

Small Group Reading: Bringing Students Together for Differentiated Instruction

The skills-based and knowledge-based competencies of the students, along with thinking about differentiation considerations, can help teachers determine what will be the purpose of their small group instruction. At times, teachers may form homogeneous small groups of students who are similar in their reading development. Other times, teachers may form heterogeneous groups to provide opportunities that are responsive to student choice, focused study, and common needs that occur across phases of reader development.

Students should be placed in small groups strategically, based on information gathered from a range of sources, including formal assessments, anecdotal observation, and student work. Groups may be homogeneous, based on shared strengths or needs, or they may be heterogeneous, when a particular lesson objective is benefited by diverse abilities, ideas, or approaches to learning and problem solving.

(Tennessee Department of Education, *Response to Instruction and Intervention Framework*, 2016a, p. 54)

Small groups support students in meeting instructional goals by providing one or more of the following supports:

- additional modeling or demonstration by the teacher;
- additional practice with a specific skill, strategy, or standard;
- additional time for reading, thinking, or problem solving;
- an alternative setting for work or discussion;
- differentiated content or process; and
- support for completing a differentiated product.

(Tennessee Department of Education, *Response to Instruction and Intervention Framework*, 2016a, p. 54)

Small Group Reading Structure		
	Homogeneous	Heterogeneous
Purpose	Instruct students at their developmental reading phases	Instruct students across developmental reading phases: <ul style="list-style-type: none"> • to support inquiry research projects (student-guided choice/interest and teacher choice); and • to support needs-based groups (in response to common instructional needs).
Planning Before Reading	<ul style="list-style-type: none"> • Assess and analyze students' strengths and needs • Determine the students who will make up the small group • Consult the Tennessee Academic Standards • Consider the students' developmental reading phase • Determine reading behaviors that will be of focus • Select a text for the group • Analyze the text complexity of the selected text • Examine reader and task considerations 	<ul style="list-style-type: none"> • Assess and analyze students' strengths and needs • Determine who will make up the small group or have students determine who will work together • Consult the Tennessee Academic Standards • Determine the focus for the group: <ol style="list-style-type: none"> 1. Inquiry group 2. Needs-based group • Select a text or texts for the group or have students select the text or texts • Analyze the text complexity of the selected text(s) • Examine reader and task considerations
During Reading	<ul style="list-style-type: none"> • Students read the same text at their own pace • Teacher prompts and/or reinforces strategic reading behavior as needed for individual readers 	<ul style="list-style-type: none"> • Students read the text(s) or are supported with reading the texts • Teacher supports the group based on the area of focus (i.e., student-guided choice, focused study group, needs-based group)

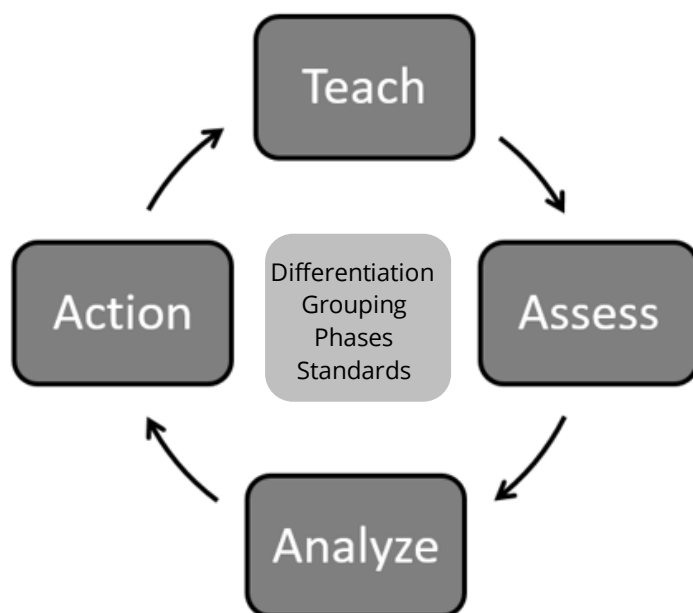
Small Group Reading Structure		
	Homogeneous	Heterogeneous
After Reading	<p>Text discussion:</p> <ul style="list-style-type: none"> • Connect back to interactive speaking and writing where relevant • Connect systems of strategic action wheel • Question sequence and knowledge goals <p>Possible teaching points:</p> <ul style="list-style-type: none"> • Support or extend whole group instruction, connect to scope and sequence, connect to out-of-text foundational skills instruction • Revisit the text ideas/analyze a tricky part (close reading) • Support fluency • Support word work with a word pattern and word-solving actions 	<p>Text discussion:</p> <ul style="list-style-type: none"> • Connect back to interactive speaking and writing where relevant • Connect systems of strategic action wheel • Question sequence and knowledge goals <p>Possible teaching points:</p> <ul style="list-style-type: none"> • Support or extend whole group instruction, connect to scope and sequence, connect to out-of-text instruction • Revisit the text ideas/analyze a tricky part (close reading) • Support fluency • Support word work with a word pattern and word-solving actions
Connected Extensions	<ul style="list-style-type: none"> • To daily tasks • To other stations • To daily journal 	<ul style="list-style-type: none"> • To daily tasks • To other stations • To daily journal

Responsive Teaching through Data-Driven Decision Making

The responsive cycle of assessment illustrated below begins and ends with collecting evidence of reading behaviors during whole group and small group reading activities. This responsive cycle was introduced during Semester 4: *Responding to Texts Through Interactive Speaking and Writing Activities*.

In preparation for small group reading instruction, teachers *analyze* the evidence of individual reading behaviors they have collected during whole group and small group reading instruction. Based on their analysis, and with the Tennessee English Language Arts Standards at the forefront of decision making, teachers make an *action* plan for instruction. Next, they *teach* the students based on their *action* plan and *assess* for changes in student reading behaviors.

This responsive cycle of assessment continues to repeat as teachers meet with students during whole group and small group instruction. This model highlights the integral role that continuous data collection and analysis play in determining the focus of instruction for whole class, small group, and individual teaching and learning. It also highlights the essential role that these actions have for differentiating, grouping, responding to phases, and addressing the standards (all topics to be addressed further throughout the materials).



(Tennessee Department of Education, *Teacher Training on the Revised ELA Standards*, 2017)

Knowing Students: Teaching Decisions that Meet the Needs of Individual Learners

Through assessing and analyzing students' skills-based and knowledge-based competencies, teachers have ample evidence that can guide their action planning for small group instruction. At this phase in the responsive cycle of assessment, teachers make decisions about which students will work together in small groups, the focus for instruction, and what text(s) they will use to meet the needs of the learners in each small group.

The following guiding questions can support teacher decision making as they plan for skills-based and knowledge-based instruction in a small group:

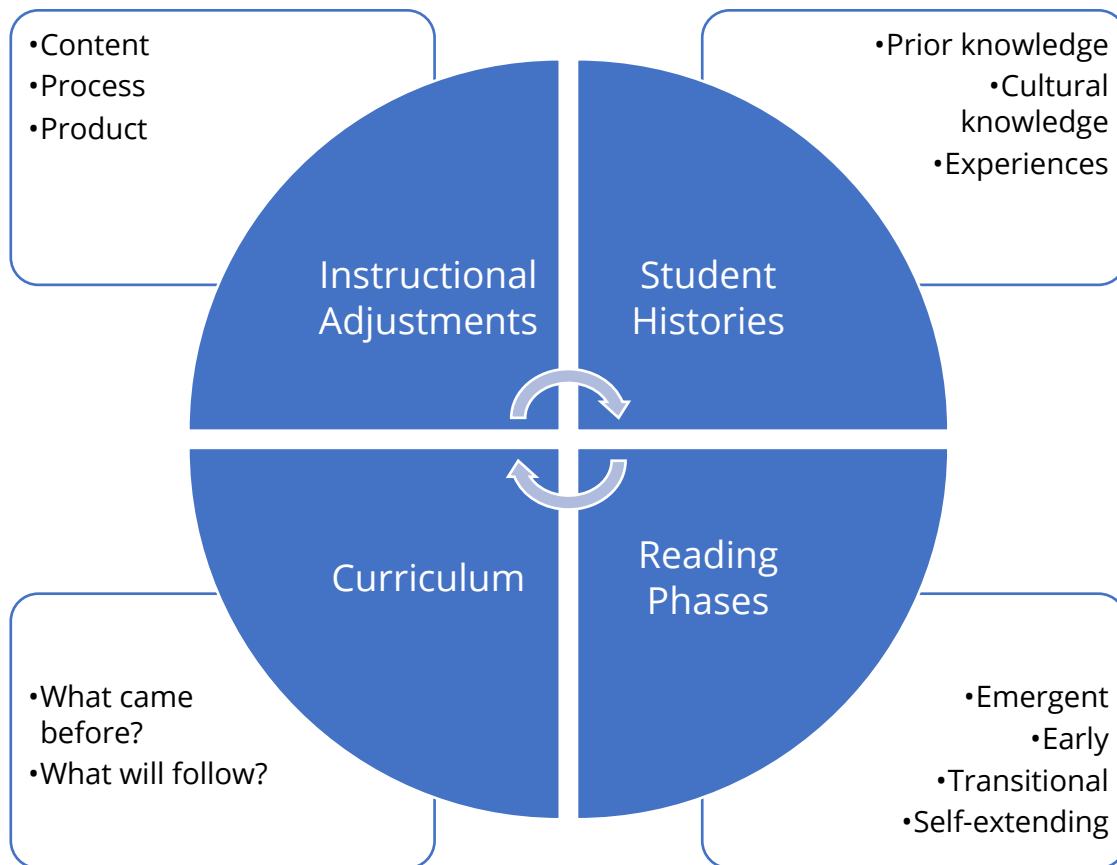
Skills-Based Competencies	Knowledge-Based Competencies
<ul style="list-style-type: none">• Print Concepts• Phonological Awareness• Phonics and Word Recognition• Fluency <p><i>Guiding Questions:</i> What are the students' strengths?</p> <p>What are the students' needs? How will I help them coordinate their use of multiple strategies?</p>	<ul style="list-style-type: none">• Text Comprehension• The Ability to Understand and Express Complex Ideas• Vocabulary• Oral Language Skills• Understandings About the World <p><i>Guiding Questions:</i> In what ways will the conceptual hierarchy (concepts, enduring understandings, essential questions, disciplinary understandings, and guiding questions) be built during small group?</p> <p>In what ways will connected vocabulary instruction be brought to life?</p>

Differentiation Considerations

Small group reading instruction provides teachers with the ability to tailor instruction to the strengths and needs of students. Each classroom will have a range of students who may be at different phases in their reading development. Even within a small group of four or five students, each child will have somewhat different instructional needs.

According to Carol Ann Tomlinson, teachers can differentiate according to *content* (what students learn or how they get access to information), *process* (how students make sense of and come to understand content), and *product* (how students show what they've learned) (Tomlinson, 2013).

After taking students' skills-based and knowledge-based competencies into consideration, teachers further refine their small group planning by thinking about: where the lesson falls within the curriculum; student histories; reading phases; and the decisions that they may make for designing content, process, and product.



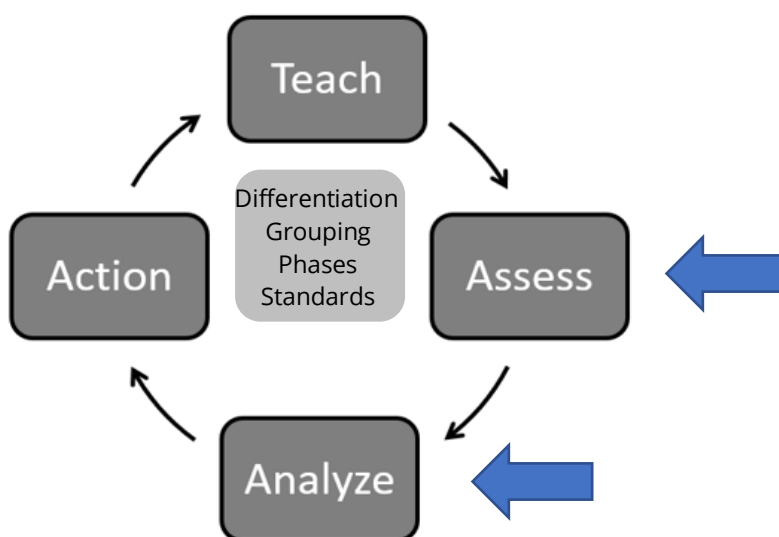
Understanding Reader Development

In order to maximize small group reading instruction, teachers should begin with assessing students' reading abilities and understandings. It is helpful to think about what students can do, what they can partially do, and what they cannot yet do. The Tennessee English Language Arts Standards provide teachers with a foundation for beginning to think about what students need to understand and be able to do as proficient readers.

After taking the Tennessee English Language Arts Standards into consideration, teachers can fine tune their assessment of students' varying reading abilities by thinking about each student's strengths and needs. Many experts in the field of literacy (Chall, 1983; Dorn & Soffos, 2001; Fountas & Pinnell, 1996; Snow, Burns & Griffin, 1998) have written about the phases of reader development. Categories such as early, emergent, transitional, and self-extending provide teachers with broad descriptions of reader development and some examples of reading behaviors that may be typical at each phase of development.

Within each phase of reader development (early, emergent, transitional, self-extending), students will bring their own skills-based and knowledge-based competencies to the task. Within each phase, students will be developing and enhancing their abilities to read with accuracy, fluency, and comprehension. In addition, teachers can think about the systems of strategic actions for thinking *within*, *beyond*, and *about* texts to support students in becoming proficient readers.

Teachers take all of this information into consideration as they assess and analyze individual student development.

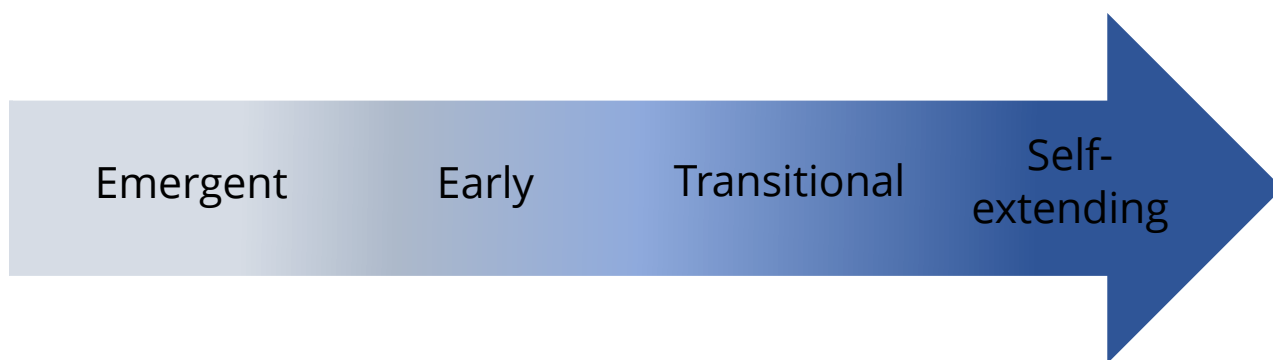


Phases of Reader Development

All students progress through several phases of reading development in unique ways. Multiple phases can be represented in a classroom. For example, one first grade class may have students reading within the emergent, early, and transitional phases.

As teachers assess each student's reading to analyze their strengths and needs, they consider the phases of reader development. These broad categories of reader development can be used to determine students' instructional needs. The phases represent a developmental progression of reading behaviors that can be taught, prompted for, and reinforced as reading proficiency is developed across time.

The graphic below shows the progression across the phases of reader development. Students progress across this continuum of reader development. There are no clear lines separating these different phases; they are not rigid stages of development. Instead, the progression across the phases blends from one to the next. At times, students may be exhibiting behaviors that are representative of two phases of reader development. For example, readers at the early phase of development may exhibit both early and emergent behaviors.



The chart below provides a brief overview of each phase of reader development.

Emergent	Early	Transitional	Self-extending
Readers at this phase are learning to match the print word by word and are learning that both pictures and words contribute to the meaning of a text.	Readers at this phase no longer need to point to words and know how to check their reading and monitor for meaning.	Readers at this phase are moving from mostly oral reading to silent reading. They have a range of word-solving strategies, and they can process longer texts.	Readers at this phase read silently most of the time and can process longer and more complex texts.

The following table provides a detailed description of emergent, early, transitional, and self-extending readers along with a few examples of reading behaviors that typically happen during each phase. Grade-level bands have been provided. However, it is important to note that some students may accelerate quickly through phases to read “above grade-level” while others may struggle and remain in a particular phase of development longer than their peers.

Phases of Reader Development		
	Description	Example Reading Behaviors
Emergent (Kindergarten)	Emergent readers show interest in books as they become aware that books contain stories and information about the world. They become aware of print and begin to understand concepts about print (reading left to right, one-to-one correspondence between voice and print, distinguish pictures from words). They begin to recognize letters and words as they develop one-to-one letter-sound correspondence by producing the most frequent sound for each consonant. They use pictures to gain meaning and are able to read common high-frequency words by sight. They enjoy reading and talking about books and are able to ask and answer questions about key details in texts.	<ul style="list-style-type: none"> • Point to words while reading orally at a steady pace • Understand the difference between oral language and written language • Describe the relationship between illustrations and the text in which they appear • Make predictions and infer character feelings by using information from pictures • Read texts with accuracy using the meaning and language patterns • Hear sounds in words and connect them with letters • Recognize common high-frequency words • Ask and answer questions after reading a text • Remember information while reading in order to identify the main topic and retell key details • Make connections between background knowledge and content of the text • Determine meaning of words and phrases in a text relevant to a topic or subject area • Compare and contrast the adventures and experiences of characters in familiar stories • Identify basic similarities and differences between two texts on the same topic

Phases of Reader Development		
	Description	Example Reading Behaviors
Early (Kindergarten– Early First Grade)	Early readers are learning to read orally using their eyes to track print. They can use word-solving strategies to figure out unknown words, often using pictures as a source of information. They demonstrate understanding of the organization and basic print features (i.e., features of a sentence: first word, capitalization, end punctuation). They use punctuation along with meaning to read with expression and at an appropriate rate. They demonstrate understanding of phonemes (spoken words, syllables, and sounds). They use phonics and word analysis skills when reading. They can determine the meaning of words and phrases in texts. Early readers talk about what they have learned from the text and can ask and answer questions about key details in a text. They retell key details and demonstrate understanding of main topics and central ideas of texts as well as share connections and infer meaning through pictures and words.	<ul style="list-style-type: none"> • Read orally without finger pointing • Read or re-read fluently at an appropriate rate with expression • Recognize a core of known high-frequency words automatically • Decode regularly spelled one-syllable words • Read words with inflectional endings • Solve words using letter-sound relationships • Read texts accurately using meaning, language structure, and print information • Infer meaning using pictures and text as sources of information • Read texts with purpose and understanding • Summarize the text by sharing important information • Access background knowledge to make connections • Talk about new knowledge gained from reading informational text • Make predictions using background knowledge and information gathered from the text

Phases of Reader Development		
	Description	Example Reading Behaviors
Transitional (Late First– Second Grade)	<p>Transitional readers read silently most of the time. When reading orally, they interpret the meaning of the text using an appropriate rate, pausing, phrasing, and expression. They use a range of punctuation to guide their interpretation of the text.</p> <p>Transitional readers use a wide range of word-solving strategies. They know and apply phonics and word analysis skills when problem solving unknown words. They determine or clarify the meaning of unknown and multiple-meaning words and phrases based on content. Illustrations and graphics are used to enhance their understandings of texts. When discussing texts, they ask and answer questions that demonstrate key details (i.e., who, what, where, when, why, and how). Transitional readers know and use various texts features to locate key facts or information in a text. They can identify the main purpose and analyze an author’s intent.</p>	<ul style="list-style-type: none"> • Read silently most of the time • Read with accuracy and fluency (appropriate rate and expression) to support comprehension • Use a large core of known words to read with accuracy, fluency, and understanding • Use context to confirm or self-correct • Use multiple sources of information (meaning, language structure, and print information) to check and problem solve • Use a range of word-solving strategies • Use illustrations to enhance comprehension • Summarize texts, including the main topic and key details • Talk about new knowledge gained from reading informational text • Make predictions based on background knowledge, text structure, and genre • Determine the central message, lesson, or moral of a text • Infer information, meaning, and humor • Compare and contrast the most important points of two texts on the same topic • Describe connections between historical events, scientific ideas, or steps in a process in a text • Identify words and phrases in stories and poems that suggest feelings or appeal to the senses

Phases of Reader Development		
	Description	Example Reading Behaviors
Self-extending (Grade 3+)	Self-extending readers silently read over long stretches of time. They are flexible in their word-solving abilities when they encounter unknown words. When reading orally, they are able to interpret the author's intended meaning expressively and fluently. They determine the meaning of words and phrases, including figurative, connotative, and technical meanings. Self-extending readers demonstrate their understanding of texts by asking and answering questions and are able to refer back to a text as a basis for their thinking. They recount key details and are able to describe how the key details support the main idea of a text. They interpret and synthesize information presented in texts and can explain how the information contributes to their understanding of the text.	<ul style="list-style-type: none"> • Read silently most of the time • Read with accuracy and fluency (appropriate rate and expression) to support comprehension • Use all sources of information (meaning, language structure, and visual information) to read accurately • Use a variety of word-solving strategies to read unknown words • Decode multi-syllable words • Use context to confirm or self-correct word recognition and understanding of words • Determine the literal and nonliteral meanings of words and phrases in context • Use illustrations and graphics to gather additional information and enhance the meaning of a text • Use text features to locate information relevant to a given topic efficiently • Make predictions based on background knowledge and experiences • Identify the point of view of a text • Make connections among books in a series • Determine the central message, lesson, or moral and explain how it is conveyed through key details in a text • Synthesize new content from texts • Infer important information from familiar content as well as topics more distant from students' typical experience • Analyze an author's purpose in choosing a topic or telling a story

(Chall, 1983, as cited in New Learning; Fountas & Pinnell, 1996, 1998, 2006, 2017b; Pacific Resources for Education and Learning, 2012; Tennessee English Language Arts Standards, 2016)

Video Analysis: Phases of Reader Development		
	Reading Behaviors	Phase of Development
Group 1		
Group 2		
Group 3		
Group 4		

Tennessee English Language Arts Standards

Small group reading instruction provides teachers with the opportunity to support and enhance the Tennessee Reading, Foundational Literacy, Writing and Speaking and Listening Standards. Throughout the responsive cycle of assessment, teachers can use the Tennessee English Language Arts Standards as a guide for instruction. During small group instruction, science and social studies standards should be taken into consideration as ways to connect to the unit design framework and students' conceptual knowledge building.

In order to tailor small group reading instruction, "students should always be at the heart of instructional decision making" (*Teaching Literacy in Tennessee*, 2017, p. 11). The Tennessee English Language Arts Standards provide broad understandings and skills across grade levels. When teachers understand what students at different grade levels need to understand and be able to do, they can assess and analyze the strengths and needs of their students. Teachers should look vertically across each standard to determine how the grade-level expectations gradually increase in complexity. By thinking about what it would sound like and look like for students to meet the rigor of each of the standards across grade levels, teachers strengthen their ability to assess and analyze what their students know, partially know, and do not yet know.

The first step when analyzing the standards is to determine the required understandings and skills. The understandings are what the students need to know, and skills are what the students need to be able to do. One way to determine the understandings is to underline the nouns and noun phrases within the standard. Skills that students need to be able to do can be identified by highlighting the verbs within the standard. Once the understandings and skills have been identified, the next step is to think about what it will sound like and look like if students are demonstrating the grade-level standard. Investigating standards across grade-level spans (K-3) helps teachers assess and analyze students' strengths and needs across a continuum of development.

This analysis process can be used to explore any Tennessee Academic Standard, including those included in the content areas. Careful analysis of standards helps teachers understand what is different from grade level to grade level. Understanding how expectations change across the grade levels will help teachers better differentiate instruction in the Tier I classroom, especially for those students who are exceeding grade-level standards and also for those who have not yet met grade-level standards. The tables on pages 33-35 provide further illustrations of this process.

READING STANDARDS: Key Ideas and Details – Standard #1	
Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
Grade	Informational Text
K	<p>K.RI.KID.1</p> <p>With prompting and support, ask and answer questions about <u>key details</u> in a text.</p> <p><i>Understandings students need to know (with prompting and support):</i> What the key details in an informational text are (i.e., details about the topic from the text, details about the topic from illustrations)</p> <p><i>Skills students need to be able to do (with prompting and support):</i></p> <ul style="list-style-type: none"> • Ask questions • Answer questions <p><i>What will it sound like if students are demonstrating this standard (with prompting and support)?</i></p> <ul style="list-style-type: none"> • Students will remember and talk about important information. • Students talk about how the content is related to the title. • Students talk about how the details in the text are related to each other. • Students will use language from the text and information from the illustrations to talk about the text. <p><i>What would it look like if students were demonstrating this standard (with prompting and support)?</i></p> <ul style="list-style-type: none"> • Students will represent key details from a text through drawing or writing. • Students will draw or write about key details found in illustrations. • Students will draw or write about connections among ideas in nonfiction texts.

1	<p>1.RI.KID.1 Ask and answer questions about <u>key details</u> in a text.</p> <p><i>Understandings students need to know:</i> What the key details in an informational text are (i.e., details about the topic from the text, details about the topic from illustrations)</p> <p><i>Skills students need to be able to do:</i></p> <ul style="list-style-type: none"> • Ask questions • Answer questions <p><i>What will it sound like if students are demonstrating this standard?</i></p> <ul style="list-style-type: none"> • Students will talk about important information in organized summary form after reading, selecting key details that are important. • Students will talk about the text showing understanding of the content. • Students will talk about how the content in the text is related to the title. <p><i>What will it look like if students are demonstrating this standard?</i></p> <ul style="list-style-type: none"> • Students will remember details from a text to produce lists, simple sequences of action, and directions. • Students will write or draw about connections among texts by topic. • Students will form and record questions in response to key details.
2	<p>2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of <u>key details</u> in a text.</p> <p><i>Understandings students need to know:</i> What the key details in an informational text are (i.e., details about the text and illustrations about who, what, where, when, why, and how)</p> <p><i>Skills students need to be able to do:</i></p> <ul style="list-style-type: none"> • Ask questions • Answer questions • Demonstrate understanding <p><i>What will it sound like if students are demonstrating this standard?</i></p> <ul style="list-style-type: none"> • Students will talk about the text showing understanding of key details of events, topic, or content. • Students will summarize key details in a text, selecting the information that is important (who, what, where, when, why, and how). <p><i>What will it look like if students are demonstrating this standard?</i></p> <ul style="list-style-type: none"> • Students will compose notes, lists, letters, or statements to remember important information about a text (who, what, where, when, why, and how). • Students will form and record questions in response to important information.

3	<p>3.RI.KID.1 Ask and answer questions to demonstrate understanding of a <u>text</u>, referring explicitly to the text as a basis for the answers.</p> <p><i>Understandings students need to know:</i> What the key details in an informational text are (i.e., details about the text and illustrations about who, what, where, when, why, and how)</p> <p><i>Skills students need to be able to do:</i></p> <ul style="list-style-type: none"> • Ask questions • Answer questions • Demonstrate understanding • Refer to text <p><i>What will it sound like if students are demonstrating this standard?</i></p> <ul style="list-style-type: none"> • Students will talk about the text after reading, including important information and specific examples from the text (who, what, where, when, why, and how). • Students will answer questions about the text (chapter or section) referring to the text as basis for answers. • Students will ask questions to clarify any confusions about specific information in the text (who, what, where, when, why, and how). <p><i>What will it look like if students are demonstrating this standard?</i></p> <ul style="list-style-type: none"> • Students will refer to notes about a text as evidence to support opinions and statements in discussions and writing. • Students will select and include appropriate and important details when writing a summary of a text (who, what, where, when, why, and how).
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(Tennessee English Language Arts Standards, 2016b; Alignment of Tennessee English Language Arts Standards and the Fountas & Pinnell Literacy Continuum, 2017)

RIK1.8

Cornerstone: Delineate & evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Standard 8

K	<ul style="list-style-type: none"> • with prompting and support • identify reasons 	I	<ul style="list-style-type: none"> • identify reasons
2	<ul style="list-style-type: none"> • describe how reasons • specific points 	3	<ul style="list-style-type: none"> • explain how reasons • specific points

	LOOKS like	SOUNDS like
K	• Draw or write about author's message	• Talk about author's message
I	• Thru writing (interactive, shared) express why the author wrote...	• Verbally express the author's reasons why...
2	<ul style="list-style-type: none"> • Notice the author's message thru illustrations • following arguments of persuasion 	<ul style="list-style-type: none"> • Talk critically about writer's choice of words • Discuss notes to support opinion/statements
3	<ul style="list-style-type: none"> • Write about larger message within text • Recognize author's use of text structures 	<ul style="list-style-type: none"> • Infer larger messages • Notice how author presents ideas and uses text structures

Standard 9

Understanding	Skills	Sounds like	Looks like
<p>(K) w/ prompting & support, orally identify basic similarities & differences between 2 texts on the same topic</p> <p>① Identify basic similarities - differences between 2 texts on the same topic, including written details and illustrations when developmentally appropriate</p>	<p>• What ^{are} the same or different in the two texts?</p> <p>• What are the same & different in the two texts (same topic)?</p> <ul style="list-style-type: none"> - written details - illustrations 	<p>• Orally identify</p> <p>• Identify (text evidence)</p>	<p>• T+T: taking about connections (BK & new knowledge from text)</p> <p>• Connections from NF texts</p> <p>• Write summaries to write summaries (w/ details about the setting)</p> <p>• Talk about connections between text & illustrations</p> <p>• Write details found in illustrations</p>
<p>② Compare and contrast the most important points presented by 2 texts on the same topic</p>	<p>• What are the most important points from the two texts? (same topic)</p>	<p>• Compare & Contrast</p>	<p>• Talk about:</p> <ul style="list-style-type: none"> - Characters - Problem - Solution - Pictures <p>• Spelling problem/ characters feeling</p> <p>• Draw/write about connections</p> <ul style="list-style-type: none"> - Topic - Characters <p>• Compare in writing same version of story</p>
<p>③ Compare & contrast the most important points & key details presented in two texts on the same topic</p>	<p>• What are the most important points & key details from the two texts (same topic)?</p>	<p>• Compare & Contrast</p>	<p>• Make connections among texts</p> <p>• Understand that info & ideas in a text are related to each other</p> <p>• Notice how the author presents this</p>

When teachers have a clear understanding of what each standard requires of the learners, then they can determine where in the literacy block they can best capture this information.

Ways to Assess Students' Reading Standard Competencies Across the Elements of the Literacy Block
Key Ideas and Details (Standards 1-3)
Craft and Structure (Standards 4-6)
Integration of Knowledge and Ideas (Standards 7-9)
Range of Reading and Level of Text Complexity (Standard 10)

Most Important Point

What key point or significant idea did you derive from this module?
Why did you choose this key idea or significant point?

Module 3: Setting up the Environment for Small Group Reading

Objectives

- Investigate how classroom environments and management systems can develop students' independence and cooperation through individual and small group work
- Consider activities and materials that can meet the rigor of the Tennessee English Language Arts and Content Standards

Link to Tennessee English Language Arts Standards

- In small group reading, the teacher focuses on the explicit teaching of reading behaviors in the service of comprehension, while incorporating additional **Reading, Writing, and Speaking and Listening** standards, through questioning, discussion, and tasks.

TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

Classroom Environments that Support Small Group Reading

Classrooms are places where students work collaboratively as readers, writers, and thinkers. Environments are created with student independence in mind. Well-organized, user-friendly, student-centered environments enable students to work independently or in small cooperative groups while the teacher meets with small reading groups.

The classroom environments that support small group reading are those where teachers work every day to establish, maintain, and enhance students' abilities to work as a community of learners. Students need to be able to share materials, work cooperatively, and interact in a positive, supportive way. Materials should be readily available, organized, and well-marked. Students need to know where they can get materials and return them without the support of an adult.



Classroom Supply Area



Browsing Basket Station
(Books that have been previously read during small group reading)



Foundational Literacy Station

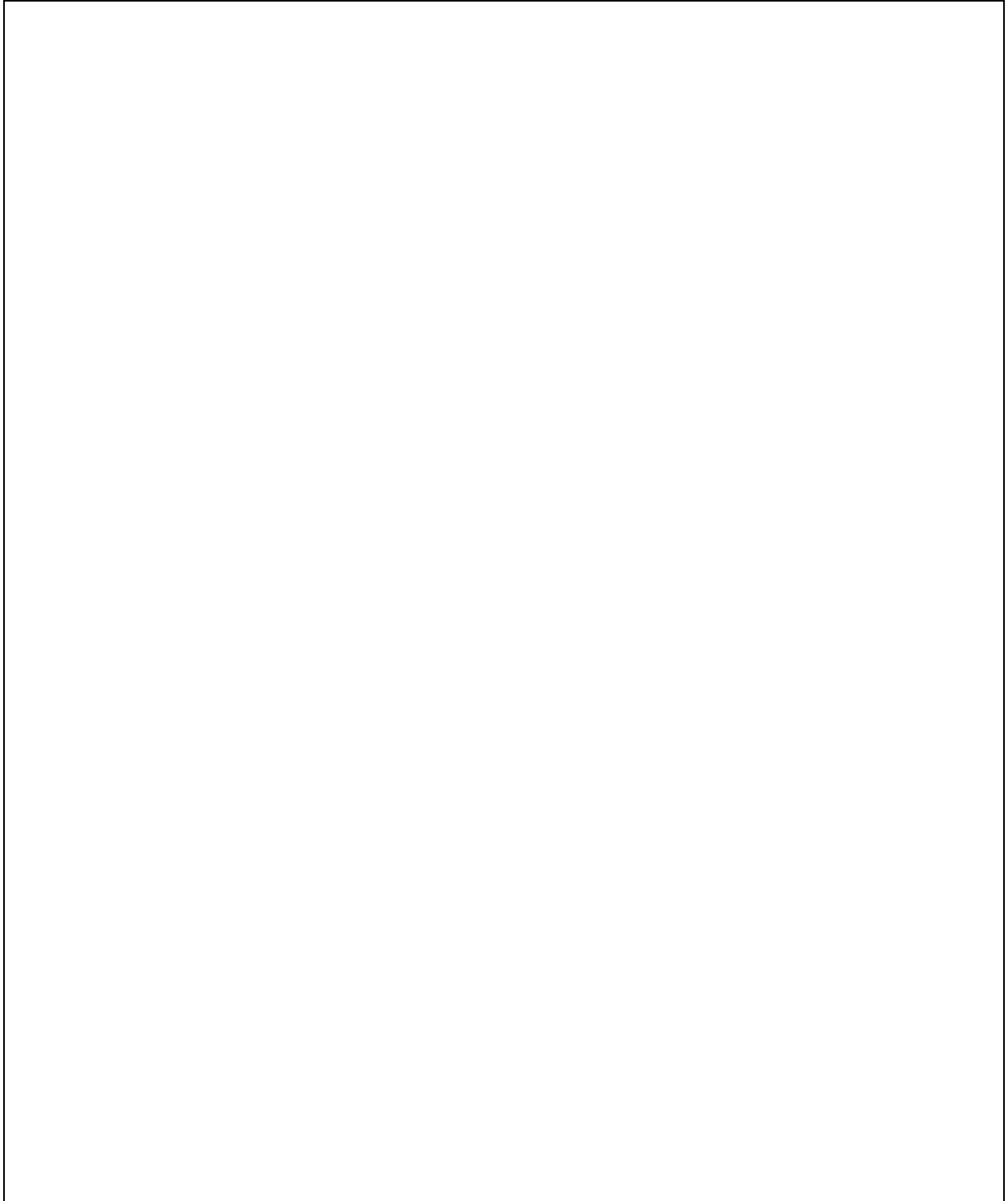


Classroom Library



Table for Station Activities with Supplies

Sketch

A large, empty rectangular box with a thin black border, intended for a sketch. It occupies the majority of the page area below the 'Sketch' header.

Management Systems

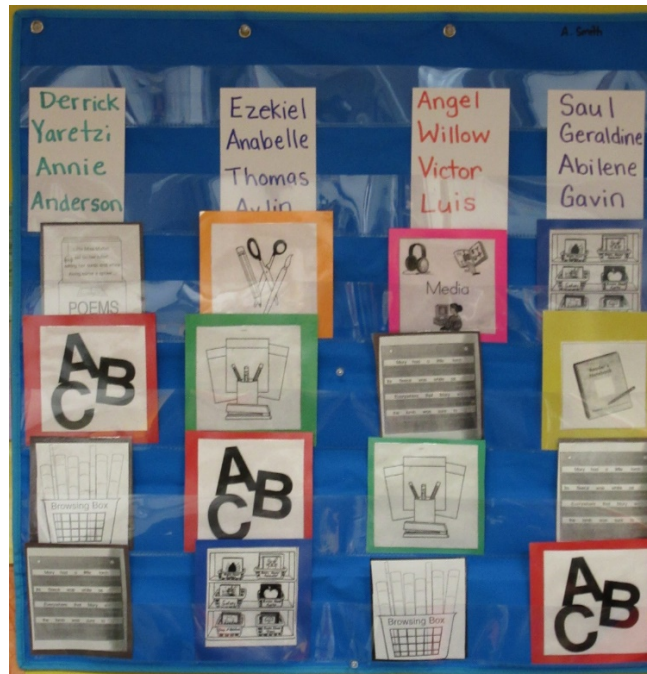
During small group reading instruction, the teacher needs to be able to focus on the students in the small group. A question that is frequently asked is: "What are the rest of the students doing while I am working with a small group?"

The answer to this question can take many forms. No matter the form, the learning opportunities during this time should meet the rigor of the Tennessee English Language Arts and Content Standards. In order to meet the rigor of these standards, teachers can design learning stations with tasks that reinforce and enhance the work that has occurred during interactive read aloud, shared reading, foundational skills instruction, interactive writing, and small group reading.

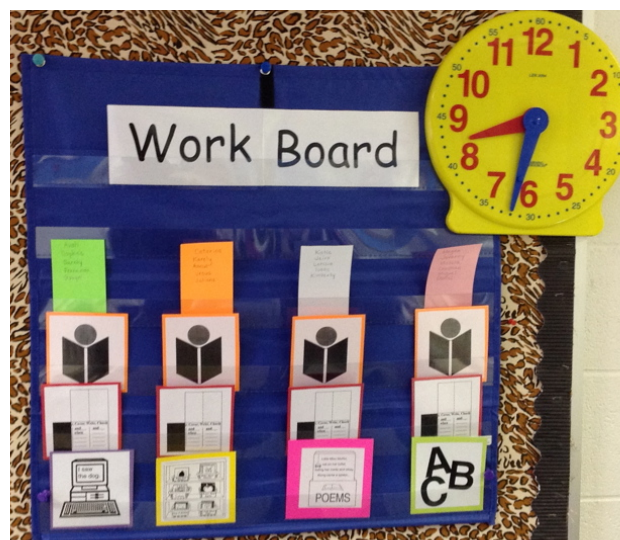
Some overall objectives for literacy stations are:

- Students are actively engaged in tasks that they can do independently or cooperatively without the support of an adult.
- Students know when a task is complete and are able to move to the next task fluidly without adult support.
- The tasks that the students are engaged in are meaningful, authentic experiences of reading, writing, and word solving that reflect the demands of the Tennessee Academic Standards.

Teachers should decide on a management system that works best for them and their students. Some teachers prefer to have students work through a set of daily tasks each day, while other teachers use a work board or choice board of tasks for a week. As students become more independent, teachers may choose to have a list of "must do – may do" tasks, giving students more choice each day. No matter the design of the management system, the goal is to have all students engaged in tasks related to independent reading, writing, word study, and content study that can be accomplished independently or in small groups while the teacher is meeting with small reading groups.



Management Systems



Management System for Second Grade or Third Grade

Design/Display

Literacy Stations

Literacy stations require planning and explicit teaching of the routines. Teachers should introduce literacy stations by teaching one responsibility at a time, ensuring that students understand the expectations and can work independently or cooperatively, before teaching another task. The time spent at the beginning of the year teaching students how to work independently and cooperatively will pay off throughout the school year.

The Tennessee Academic Standards for reading, writing, speaking and listening, foundational literacy, and content should each be considered when designing and planning literacy station tasks. As with all teaching strategies included in the elements of the literacy block, literacy stations should provide many opportunities for students to listen to one another and share their thinking through speaking. Teachers will also need to differentiate each task to meet student needs in order to provide opportunities for individual and small group work.

The following chart describes a few reading, writing, foundational literacy, and content literacy station options for kindergarten and first grade.

Examples of Literacy Stations: Kindergarten and First Grade	
Literacy Station	Description
<i>Reading</i>	
Independent Reading	Students read classroom library books, small group reading books, and/or shared reading texts independently.
Partner Reading	Students read classroom library books, small group reading books, and/or shared reading texts with a partner. They can take turns reading and listening to each other or they may read chorally.
Listening Station	Students listen to text recordings either independently or cooperatively in small groups.
Literature Circle/Book Group	Students gather together in a small group to discuss a text that they have read. Another option is that students gather together to discuss different texts that they have read about a similar theme or content.
Shared Reading Notebooks	Students glue a shared reading text (poem, song, text excerpt) into shared reading notebooks, illustrate it, read it to themselves or a partner, and may respond to the poem in drawing and writing.
Fluency Station	Students record themselves reading a text or a portion of a text into a recording device (iPad, mp3 player, or tape recorder). They then listen to the recording and assess their fluency and decide whether to record it again to increase fluency.

Reader's Theater	Students work together in small groups to practice and "perform" a reader's theater script with their voices.
<i>Writing</i>	
Readers' Notebooks	Students respond through illustrations, graphics, and writing to texts they have read independently or that have been read to them during interactive read aloud using content vocabulary acquired.
Writing Station	Students work with a variety of materials (i.e., paper, computers, pencils, crayons, etc.) to make books, write letters, or create another form of writing. They can also complete daily writing tasks from the unit.
Illustration Station	Students work with art supplies or digitally to illustrate stories, poems, or informational texts they have written in response to science or social studies units.
<i>Foundational Literacy</i>	
Letter/Word Work/Word Activities	Students work with letters and words in a variety of ways both in and out of texts (i.e., sorting, manipulating, building, etc.) as an application or extension of something they have been learning about during whole group phonics and word study instruction.
<i>Content</i>	
Science Task/Science Notebook	Students complete science tasks and/or record their illustrations, understandings, observations, and findings in a science notebook.
Social Studies Task/Social Studies Notebook	Students complete social studies-related tasks and/or record their understandings and content knowledge in a social studies notebook.
<i>Technology</i>	
Multi-Modal Digital Station	Students use digital resources to access multiple media such as interactive texts, audio interviews, interactive maps, and/or historical documents.

(Adapted from Fountas & Pinnell, 2017a, p. 543)

In order for students to work at literacy stations independently or cooperatively, teachers should take into consideration the strengths and needs of the students. Teachers also need to think about how they will be able to differentiate the literacy station tasks.

Second and Third Grade Literacy Stations

As students move into second and third grade, they will be able to spend more time reading independently. Their need for movement is greatly reduced from that of a kindergartener or first grader. Teachers may establish independent reading as the primary experience that occurs while he/she is meeting with small groups of readers. At the beginning of the school year, the teacher explains the routines for selecting and returning books from the classroom library. During independent reading, students read a book they have selected independently for a sustained period of time. Time for independent reading gradually increases as students' stamina for reading continues to develop. (More information about independent reading will be provided in Semester 6.) Along with independent reading, students may also be part of literature circles, respond to texts in readers' notebooks, and engage individually or cooperatively in foundational literacy tasks.

The following chart describes a few reading, writing, foundational literacy, and content literacy station options for second and third grade.

Examples of Literacy Stations: Second and Third Grade	
Literacy Station	Description
<i>Reading</i>	
Independent Reading	Students read self-selected independent reading texts from the classroom library or assigned texts from small group reading. They might reread texts from small group reading.
Literature Circle/Book Group	Students gather together in a small group to discuss a text that they have all agreed to read or that the teacher has selected. Another option is that students gather together to discuss different texts that they have read about a similar theme or content. For example, they have each read a different book about planets or habitats.
Partner Reading	Students read classroom library books, small group reading books, and/or shared reading texts with a partner. They can take turns reading and listening to each other or they may read chorally.
Listening Station	Students listen to text recordings either independently or cooperatively in small groups.
Reader's Theater	Students work together in small groups to interpret a reader's theater script with their voices. Another option is that the students create a script from a text that they have read together and then work to interpret the script they created with their voices.
<i>Writing</i>	

Readers' Notebooks	Students respond through illustrations, graphics, and writing to texts they have read independently through a variety of genres (i.e., functional, narrative, informational, persuasive, or poetic writing).
Writing Station	Students work with a variety of materials (i.e., paper, computers, pencils, crayons, etc.) to make books, write letters, or create another form of writing. They can also complete daily writing tasks from the unit.
<i>Foundational Literacy</i>	
Letter/Word Work/Word Activities	Students work independently or collaboratively with letters and words in a variety of ways both in and out of texts (i.e., sorting, manipulating, building, etc.) as an application or extension of something they have been learning about during whole group phonics and word study instruction.
Vocabulary and Academic Language	Students work together to develop lists of words related to content area studies that increase and extend their knowledge of the meaning of those words in context.
<i>Content</i>	
Science Task/Science Notebook	Students complete science tasks and/or record their understandings, observations, and findings in a science notebook with illustrations, graphs, charts, or narrative descriptions of observations.
Social Studies Task/Social Studies Notebook	Students complete social studies-related tasks and/or record their understandings and content knowledge in a social studies notebook, using graphs, comparison charts, timelines, or narrative response.
Research/Project Station	Students work together independently, with a partner, or in a small group to develop portfolios or digital texts that demonstrate their enduring understandings of content related topics. Students use nonfiction text features (i.e., headings, subheadings, text boxes, captions, etc.) in their research projects.
<i>Technology</i>	
Multi-Modal Digital Station	Students use digital resources to access multiple media, such as audio interviews, interactive maps, and historical documents.

Discuss

How can literacy stations enhance and support students' skills-based and knowledge-based competencies?

Video Viewing: First Grade Literacy Stations

As you watch a video of a first grade classroom that has been designed for small group reading, record your observations of:

- the classroom environment;
- the literacy station tasks; and
- the engagement of the students.

Students Working at Stations	
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Share

What evidence indicates that this classroom environment is set up for small group instruction?
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Planning Literacy Stations

When planning literacy stations, teachers think about the following:

- What is the purpose of the station?
- What Tennessee Academic Standard(s) does the station support?
- How might this station support the unit concepts and related enduring understandings?
- What materials are needed at the station?
- What do the students need to know and be able to do to work independently or cooperatively at the station? Describe the procedures and routines they will need to learn.
- How can the station be differentiated to meet the students' strengths and needs?

First Grade Example

Literacy Station Considerations	
Literacy Station: Letter/Word Work Students will be making 6–8 high-frequency words with magnetic letters, writing them three times, and reading the words to a peer.	
Grade Level: First	
<i>Guiding Questions:</i>	<i>Analysis:</i>
What is the purpose of the station?	To support students with reading and writing high-frequency words
What Tennessee Academic Standard(s) does this station support?	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. 1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
How might this station support the unit concepts and related enduring understandings?	N/A
What materials are needed at the station?	<ul style="list-style-type: none">• Pencil• Paper• Magnetic Letters• High-Frequency Word Cards

<p>What do the students need to know and be able to do to work independently or cooperatively at the station?</p> <p>Describe the procedures and routines they will need to learn.</p>	<p>Students will need to know:</p> <ul style="list-style-type: none"> • Where to get and return the task supplies • How to use the magnetic letter boxes • How to complete the writing paper
<p>How can the station be differentiated to meet the students' strengths and needs?</p>	<ul style="list-style-type: none"> • Students can have individual high-frequency word cards based on their needs. • The number of words to complete the task can be adjusted. • Extension of the task could be to find the words they made in their independent reading books or the books they have read around the unit concept.

Third Grade Example

Literacy Station Considerations	
<p>Literacy Station: Literature Circle/Book Group</p> <p>Students will be working in a Literature Circle to discuss <i>Journey Through Our Solar System</i> by Mae Jemison. The students have previously read this book during independent reading and have written about it in their readers' notebooks.</p>	
<p>Grade Level: Third</p>	
<i>Guiding Questions:</i>	<i>Analysis:</i>
<p>What is the purpose of the station?</p>	<p>This station provides students with the opportunity to work collaboratively with their peers as they discuss a grade-level concept. The students are currently reading about space during independent reading.</p>

What Tennessee Academic Standard(s) does this station support?	<p>3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently.</p> <p>3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.</p> <p>3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.</p> <p>3.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
How might this station support the unit concepts and related enduring understandings?	3.ESS1.1 Use data to categorize the planets in the solar system as inner or outer planets according to their physical properties.
What materials are needed at the station?	<ul style="list-style-type: none"> • A space for students to meet in a circle either a small table or an area in the classroom where students can bring their chairs and make a circle • Individual copies of the texts that were read • Readers' notebooks

<p>What do the students need to know and be able to do to work independently or cooperatively at the station?</p> <p>Describe the procedures and routines they will need to learn.</p>	<ul style="list-style-type: none"> • Review or create a chart stating the norms for literature circle discussions (taking turns, citing evidence, responding to comments respectfully, monitoring airtime, etc.). • Understand how to prepare their individual discussion points in advance of the meeting. • Know how and where to gather together. • Know how to have book discussions (i.e., ask questions, answer questions, add to others' thinking, support understandings using evidence from the text). • Use their readers' notebooks to collect evidence from the text and record their thinking in order to share their thoughts and understandings. • Use evidence from the text to support their thinking. • Select a group leader(s) to facilitate the discussion and the production of the extension activity (if used). • Select a time-keeper to manage the length of the discussion.
<p>How can the station be differentiated to meet the students' strengths and needs?</p>	<ul style="list-style-type: none"> • If this text is beyond a student's phase of reading development, he/she will listen to an audio recording of the text. • Extension: Students create a group poster (or digital presentation) that includes details that they learned about the different planets while reading and discussing this text. Students in this group will present their learning to the class, using their poster or digital presentation as a resource.

Give it a try: Planning Literacy Stations

Literacy Station Considerations	
Literacy Station:	
Grade Level:	
<i>Guiding Questions:</i>	<i>Analysis:</i>
What is the purpose of the station?	
What Tennessee Academic Standard(s) does this station support?	
How might this station support the unit concepts and related enduring understandings?	
What materials are needed at the station?	
What do the students need to know and be able to do to work independently or cooperatively at the station? Describe the procedures and routines they will need to learn.	
How can the station be differentiated to meet the students' strengths and needs?	

Small Group Reading: Space, Materials, and Scheduling

Identifying a Small Group Meeting Area

Small group reading instruction usually works best at a small table with the teacher. Round or horseshoe-shaped tables make it easy for the teacher to see and listen to individual students as they read. Some teachers use kidney-shaped tables to lean over and have quick interactions with readers without disrupting others in the group.

The small group reading table should be in a quieter section of the classroom. A corner could be a good location with the teacher facing out, providing the ability to monitor the rest of the classroom while those students are working independently.



Small Group Reading Spaces

Gathering Materials for Small Group Reading

Organizing materials for small group instruction in close proximity to the small group reading table enables the teacher to work efficiently during small group reading instruction. Some teachers use a rolling set of drawers to separate their materials by individual groups.

The following checklist outlines some of the materials that are recommended for use during small group reading instruction. Additional lines have been provided for you to include suggestions.

✓	Possible Materials for Small Group Reading Instruction
	Books that you will use across the week for each group
	Records of your readers: reading book graphs, previous Running Records, observational notes, and lesson plans for the week (often this information is organized into a large three-ring binder)
	Blank Running Record forms attached to a clipboard
	Markers, pencils, and paper
	A lap-sized magnetic whiteboard or chalkboard
	Two or three sets of lowercase magnetic letters, organized into a tackle box for use in word work
	Individual magnetic trays
	Small whiteboards, dry-erase markers, and erasers for students to use
	A set of magnetic letters arranged alphabetically on a cookie sheet for your access when demonstrating teaching
	An easel with chart paper large enough for students in the group to see
	Small sentence strips
	Word cards as needed

Reflect

What management systems are currently in place in the schools/classrooms that you support? What refinements might be needed?

What will be important to consider when supporting teachers with designing environments and various learning stations to meet the specific needs of their students?

Module 4: Preparing for Small Homogeneous Reading Groups

Objectives

- Consider students' strengths and needs when preparing for small homogeneous reading groups
- Prepare for small homogeneous reading groups:
 - Forming groups
 - Selecting texts
 - Analyzing texts
- Practice preparing for small group homogeneous reading groups

Link to Tennessee English Language Arts Standards

Small group reading lessons focus on the explicit teaching of reading behaviors in the service of comprehension, while incorporating additional **Reading, Foundational Literacy, Writing, and Speaking and Listening** standards, through questioning, discussion, and tasks.

TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

A Process of Preparing for and Planning Small Homogeneous Reading

Small homogeneous reading groups provide students with tailored, differentiated reading instruction that develops their abilities to read increasingly complex texts independently. The ultimate goal of small homogeneous group reading is to provide learning opportunities that ensure that all students will become proficient readers.

The process of preparing for, planning, and implementing small group homogeneous reading instruction is cyclical. The process begins and ends with teachers assessing and analyzing the students' reading behaviors (e.g., accuracy, fluency, and comprehension). This enables teachers to stay on the cutting edge of each student's individual reading development.

When teachers prepare for small group reading instruction they:

- assess and analyze the students' reading behaviors;
- form/reform groups based on the analysis of assessments and observational notes;
- identify areas of emphasis that will move the students forward in their reading development;
- select and analyze texts that will support students' reading development; and
- examine reader and task considerations.

After preparing for small group reading instruction, teachers plan lessons that will foster and enhance reading development by planning, including:

- text introductions that are tailored to the groups' strengths and needs as readers;
- facilitative language that will model, prompt, or reinforce reading behaviors while students are reading;
- discussion prompts and questions that will elicit students' thinking within, beyond, and about the text;
- teaching points that will expand the students' use of reading behaviors; and
- connected extensions that reinforce and/or enhance reader development.

The following graphic represents the preparation (grey circles) and planning (blue circle) process for small group homogeneous reading groups:

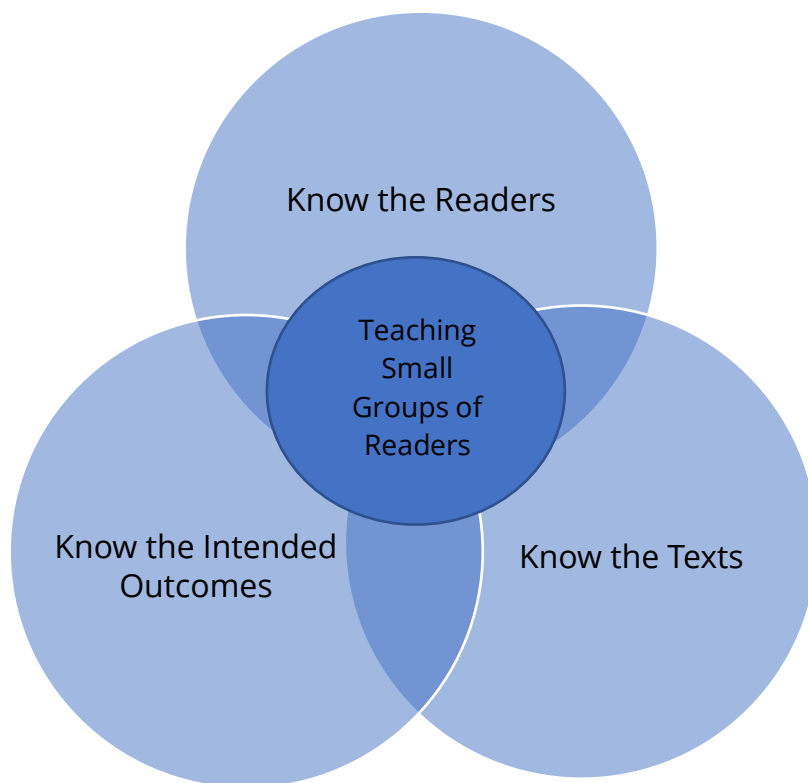


Reflect

What are teachers' current understandings about this preparation and planning process?

Understandings that Support Small Group Reading

What teachers know about intended grade-level outcomes, readers, and texts informs the forming of groups, text selection, and the teaching that will occur during small group reading. The integrated use of this information enables teachers to prepare and plan for small group reading instruction that ensures students will be able to read with accuracy, fluency, and comprehension.



Know the Readers

Due to the wide range of reading abilities in any one class, small group reading provides the teacher with the opportunity to form and reform small groups of readers that are similar enough in their reading abilities and are able to read similar complex texts with support. The more teachers know about the readers with whom they are working, the greater their ability to form and reform small reading groups. Knowing each reader's strengths and needs is paramount for effective small group reading instruction.

Know the Intended Outcomes

Small group reading is an instructional strategy that enables teachers to integrate the Tennessee Academic Standards while meeting student needs. In order for small group reading to be efficient and effective, teachers need to understand the grade-level standards.

The Tennessee Academic Standards and the end-of-unit tasks provide teachers with intended outcomes of instruction. As part of the Framework for *Teaching Literacy in Tennessee*, teachers select and analyze multiple texts for interactive read aloud, shared reading, and small group reading that “reflect the expectations of grade-level standards and support enduring understandings” (*Teaching Literacy in Tennessee*, p. 12). Interactive read aloud, shared reading, and small group reading instruction are all instructional strategies that support students’ growth toward becoming proficient, independent readers. Varying layers of instructional support are provided across the reading elements of the literacy block. A continuum of instructional support is provided with interactive read aloud providing the most scaffolding by the teacher. Moving across the instructional strategies of shared reading, small group reading, and independent reading conferences, students take on increasing responsibility for the reading task. The goal of all elements of reading instruction is to develop independent and proficient readers.



Know the Texts

What teachers know about the small groups of readers informs the text selection for each group. Texts need to be high quality, content rich, and of the appropriate text complexity for each group of readers. Texts for small group reading are selected with the students in mind. Taking students’ background knowledge, experiences, and cultural knowledge into consideration helps teachers to select texts for small group reading that are interesting and will enhance students’ understandings of the world.

A text analysis enriches the teachers’ understandings of the supports and challenges that the text will provide the students in the group. By analyzing the quantitative and qualitative complexity of a text, teachers can pinpoint aspects of the text that will be accessible to the students and aspects of the text that may need support. The quantitative and qualitative complexity of a text are measured in relation to the students who will be reading the text.

Reflect

Preparing for Small Group Reading

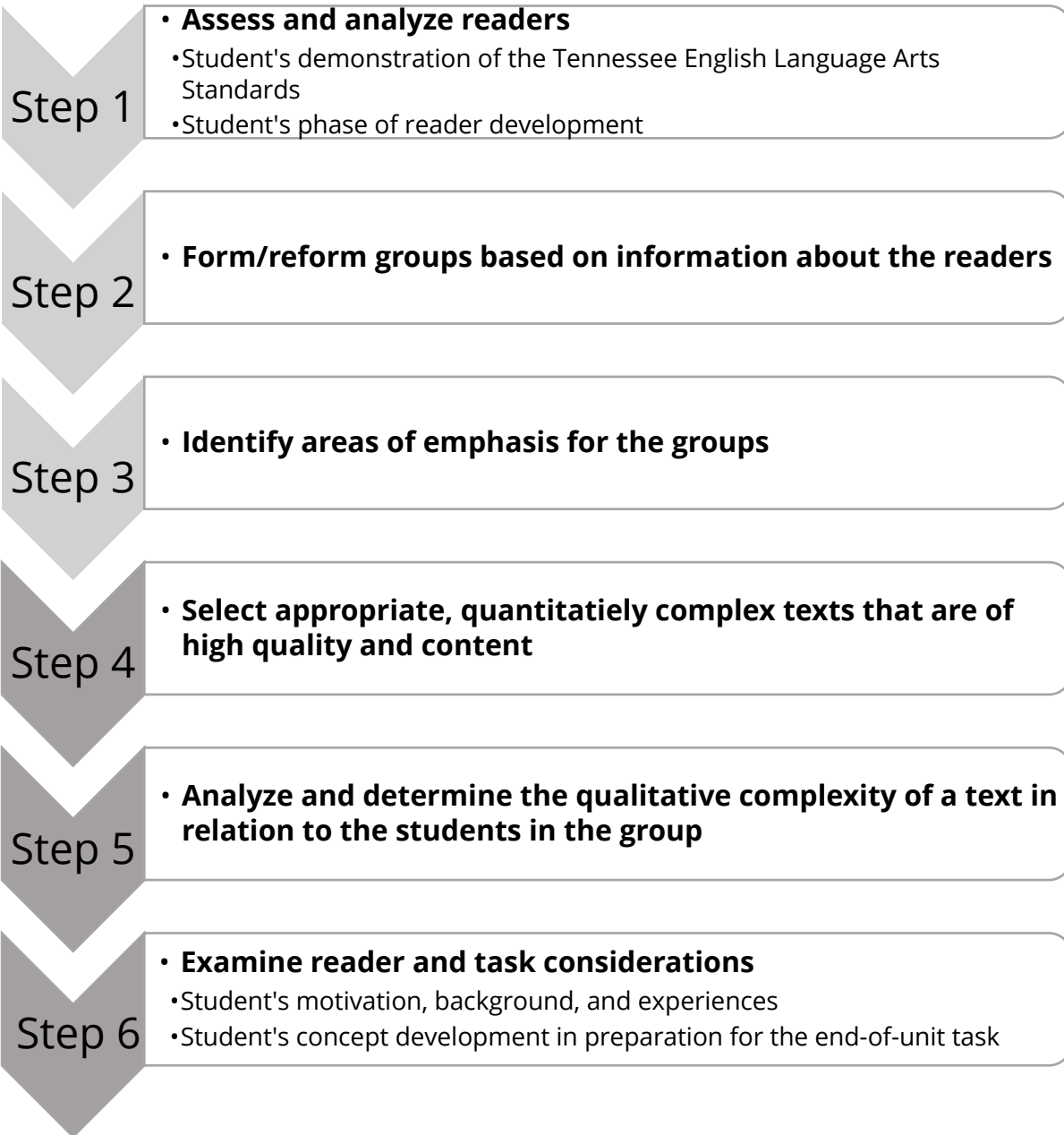
Similar to interactive read aloud and shared reading, each element of the text complexity triangle is taken into consideration when preparing for small homogeneous reading groups.



When teachers prepare for whole group instruction (interactive read aloud and shared reading), the primary focus is to provide students with access to complex texts that are on or above grade-level. The process of selecting texts for whole group instruction begins with a quantitative, qualitative, high-quality, content-rich analysis that is followed by teachers examining reader and task considerations.

The following process outlines the preparation for small group homogeneous reading instruction. This process is described with a linear design; however, some steps in this process are done simultaneously.

Preparing for Small Homogeneous Reading Groups



Discuss

How is this process similar to preparing for interactive read aloud and shared reading instruction?

How is this process different from preparing for interactive read aloud and shared reading instruction?

Step 1: Assess and Analyze the Readers

The process of forming groups and selecting texts for small group reading instruction begins with thinking about the readers. The following table outlines student information that can be assessed and analyzed when preparing and planning for small homogeneous reading groups.

Reader Information That Informs Small Homogeneous Reading Groups	
	<i>Guiding Questions:</i>
Tennessee Academic Standards <ul style="list-style-type: none"> • Reading • Foundational Literacy • Speaking and Listening • Writing • Content 	<ul style="list-style-type: none"> • What standards are the students currently demonstrating? • What standards do the students need support with? • How are students progressing toward the enduring understandings?
Phases of Reader Development <ul style="list-style-type: none"> • Emergent • Early • Transitional • Self-extending 	<ul style="list-style-type: none"> • What are the students' current phases of reader development? • What are the students' current strengths and needs? • What reading behaviors are the students demonstrating?
Systems of Strategic Actions <ul style="list-style-type: none"> • Thinking Within Texts • Thinking Beyond Texts • Thinking About Texts 	<ul style="list-style-type: none"> • What are the students' strengths when thinking within, beyond, and about texts? • What supports do students need when thinking within, beyond, and about texts?

Assessments That Inform Small Homogeneous Group Reading

Across the phases of reader development, students continue to build upon their skills-based and knowledge-based competencies. The following chart outlines assessments that help capture information about readers during each phase of reading development.

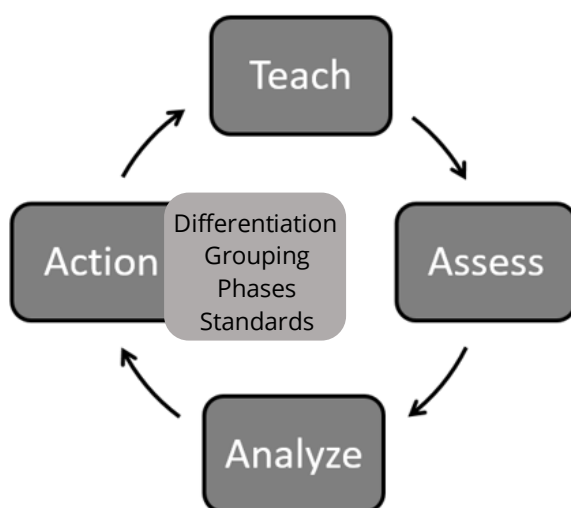
Assessment That Informs Small Homogeneous Reading Groups			
Emergent	Early	Transitional	Self-extending
<ul style="list-style-type: none">• Print Concepts• Letter Identification• Word Recognition• Oral Reading: Accuracy, Fluency, Comprehension	<ul style="list-style-type: none">• Letter Identification• Word Recognition• Oral Reading: Accuracy, Fluency, Comprehension	<ul style="list-style-type: none">• Oral Reading: Accuracy, Fluency, Comprehension• Silent Reading: Comprehension• Conversation	<ul style="list-style-type: none">• Oral Reading: Accuracy, Fluency, Comprehension• Silent Reading: Comprehension• Conversation

Step 2: Form/Reform Groups Based on Information about the Readers

The data gathered about readers and the analysis of the data enable teachers to form small groups of readers that have similar skills-based and knowledge-based competencies. Classrooms are made up of students who have a wide range of understandings and abilities. The formation of small reading groups is supported by what the teacher knows about the readers' skills and knowledge. Knowing where students are in their phase of reader development and moving them toward grade-level intended outcomes is the primary goal of small group reading.

Determining which students will work together in small homogeneous reading groups begins with assessing and analyzing each student's strengths and needs as a reader. The combination of thinking about the Tennessee Academic Standards, the developmental reading phases (emergent, early, transitional, self-extending), and the systems of strategic actions enables teacher to create small homogeneous groups of readers that are similar enough in their abilities to work together for a period of time.

Readers develop and make learning gains at different rates. Small homogeneous reading groups are a hypothesis that is constantly being tested. Small homogeneous reading groups are expected to change. Thus, teachers will always be assessing and analyzing students' reading abilities and changing the make-up of the groups. The responsive cycle of assessment provides teachers with opportunities to continually monitor student development. This cycle enables teachers to stay on the cutting edge of each student's growth as a reader.



Number of Groups

The number of small reading groups in a classroom depends on the number of students in a class along with their varying phases of reader development. An average of 4-5 groups is often typical of a class of 20-25 students. The goal of small group reading is to meet with all students in the class during the course of a week. It is a challenge to meet with all small reading groups on a daily basis. However, some groups are met with more frequently across the week. Developing small group reading schedules helps teachers to think about how they can meet with all groups of readers over the course of a week.

The following charts are *examples* of possible small group reading schedules that have been developed with students' reading abilities in mind. Teachers will need to vary their schedules to meet their unique needs and circumstances (e.g., length of literacy blocks, allocation of time within the literacy block, needs of students, etc.).

Four Groups

- Group A – Below grade-level expectations, meets five days a week
- Group B – Approaching grade-level expectations, meets four days a week
- Group C – At grade-level expectations, meets three days a week
- Group D – Above grade-level expectations, meets three days a week

Monday	Tuesday	Wednesday	Thursday	Friday
A	C	C	A	B
B	A	B	D	A
D	B	A	C	D

Five Groups*

- Group A – Below grade-level expectation, meets five days a week
- Group B – Approaching/At grade-level expectation, meets three days a week
- Group C – Approaching/At grade-level expectation, meets three days a week
- Group D – Above grade-level expectation, meets two days a week
- Group E – Above grade-level expectation, meets two days a week

Monday	Tuesday	Wednesday	Thursday	Friday
A	C	E	A	C
B	A	B	D	A
D	B	A	C	E

*On alternating weeks, teacher may decide to meet more frequently with groups exceeding grade level expectations.

Number of Students in a Group

The size of a small group of readers varies from four to six group members. As group size increases, the teacher's ability to be responsive to all of the group members and the students' ability to be actively involved in the lesson decreases. The following table provides some general recommendations for group sizes.

Grade Level	Group Size
Kindergarten	3 to start, move to 4-5
First Grade	4-6 *depending on the needs of the group
Second Grade	5-6 *depending on the needs of the group
Third Grade	5-6 *depending on the needs of the group
*Note: Lowest achieving students should meet in groups of three or less	

Third Grade Example

In the following table, Ms. Roberts, a third grade teacher, compiled data that she had gathered and analyzed about the students in her class. Based on this data, she created five homogeneous reading groups. Each group consists of four to six students. The groups she formed are shaded in different colors.

	Name	Phase & Lexile Level	Observational Notes: Skills and Knowledge
1	Joseph	Early 300L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (93%-96%) Reads at an appropriate rate Talks and writes about some key concepts with limited understanding Limited use of content vocabulary while speaking and writing
2	Lilly	Early 350L	<ul style="list-style-type: none"> Fair percentage of accurate reading (91%-93%) Reads slowly Talks and writes about some key concepts with moderate understanding Moderate use of content vocabulary while speaking, working on including vocabulary in writing
3	Austin	Early 450L	<ul style="list-style-type: none"> Fair percentage of accurate reading (91%-93%) Reads at a slow rate Talks and writes about some key concepts with limited understanding Limited use of content vocabulary while speaking and writing
4	Kristin	Transitional 450L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (93%-96%) Reads at an appropriate rate Talks and writes about some key concepts with moderate understanding Fair use of content vocabulary while speaking, working on using vocabulary while writing
5	Vanessa	Transitional 450L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (93%-96%) Reads at an appropriate rate Talks and writes about some key concepts with limited understanding Limited use of content vocabulary while speaking and writing
6	Sean	Transitional 450L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (93%-96%) Reads at an appropriate rate Talks and writes about some key concepts with moderate understanding Moderate use of content vocabulary while speaking, working on using vocabulary while writing

	Name	Phase & Lexile Level	Observational Notes: Skills and Knowledge
7	Alexandra	Transitional 480L	<ul style="list-style-type: none"> Fair percentage of accurate reading (92%-94%) Reads slowly Talks and writes about some key concepts with moderate understanding Fair use of content vocabulary while speaking and writing
8	Kevin	Transitional 470L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (93%-96%) Reads at an appropriate rate Talks and writes about some key concepts with moderate understanding Fair use of content vocabulary while speaking and writing
9	Tiffany	Transitional 470L	<ul style="list-style-type: none"> High percentage of accurate reading (97%-99%) Reads slowly Talks and writes about some key concepts with moderate understanding Moderate use of content vocabulary while speaking, working on using vocabulary while writing
10	Ethan	Transitional 490L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (93%-96%) Reads quickly Talks and writes about some key concepts with moderate understanding Limited use of content vocabulary while writing
11	Kashmir	Transitional 500L	<ul style="list-style-type: none"> High percentage of accurate reading (97%-99%) Reads at an appropriate rate Talks and writes about some key concepts with moderate understanding Fair use of content vocabulary while speaking and writing
12	Trevor	Transitional 500L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (93%-96%) Reads quickly Talks and writes about some key concepts with moderate understanding Limited use of content vocabulary while writing
13	Colby	Self-extending 650L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (94%-96%) Reads at a slow rate Talks and writes about most key concepts with moderate understanding Moderate use of content vocabulary while speaking and writing

	Name	Phase & Lexile Level	Observational Notes: Skills and Knowledge
14	Samantha	Self-extending 650L	<ul style="list-style-type: none"> • Moderate percentage of accurate reading (94%-96%) • Reads at an appropriate rate • Talks and writes about some key concepts with moderate understanding • Fair use of content vocabulary while speaking writing
15	Jamir	Self-extending 700L	<ul style="list-style-type: none"> • High percentage of accurate reading (97%-100%) • Reads at an appropriate rate • Talks and writes about some key concepts with moderate understanding • Fair use of content vocabulary while speaking and writing
16	Elijah	Self-extending 750L	<ul style="list-style-type: none"> • High percentage of accurate reading (97%-100) • Reads quickly often ignoring punctuation • Talks and writes about most key concepts with moderate understanding • Moderate use of content vocabulary while speaking and writing
17	Antonio	Self-extending 750L	<ul style="list-style-type: none"> • High percentage of accurate reading (97%-99%) • Reads at an appropriate rate • Talks and writes about most key concepts with high understanding • High use of content vocabulary while speaking and writing
18	Dylan	Self-extending 800L	<ul style="list-style-type: none"> • High percentage of accurate reading (97%-100) • Reads quickly, sometimes ignores punctuation • Talks and writes about most key concepts with moderate understanding • High use of content vocabulary while speaking and writing
19	Talia	Self-extending 820L	<ul style="list-style-type: none"> • High percentage of accurate reading (97%-99%) • Reads quickly • Talks and writes about most key concepts with moderate understanding • High use of content vocabulary while speaking and writing
20	Shannon	Self-extending 820L	<ul style="list-style-type: none"> • High percentage of accurate reading (97%-99%) • Reads at an appropriate rate • Talks and writes about most key concepts with moderate understanding • High use of content vocabulary while speaking and writing

Kindergarten Example

Give it a Try

	Name	Phase and Lexile Level	Observational Notes: Skills and Knowledge
1	Samuel	Emergent 40L	<ul style="list-style-type: none"> Fair percentage of accurate reading (90%-92%) Has difficulty with one-to-one voice print match Knows seven high-frequency words Speaks with a limited use of content vocabulary Draws with limited detail Dictates and/or writes with limited use of words from word bank
2	Alexis	Emergent 45L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (92%-94%) Has difficulty with one-to-one voice print match Knows seven high-frequency words Speaks with a fair use of content vocabulary Draws with some detail Dictates and/or writes with a fair use of words from word bank
3	Stephanie	Emergent 50L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (94%-96%) Has difficulty with on one-to-one voice print match Knows 10 high-frequency words Speaks with a limited use of content vocabulary Draws with limited detail Dictates and/or writes with limited use of words from word bank
4	Travis	Emergent 50L	<ul style="list-style-type: none"> Moderate percentage of accurate reading (94%-96%) Working on one-to-one voice print match Knows 11 high-frequency words Speaks with a fair use of content vocabulary Draws with some detail Dictates and/or writes with a fair use of words from word bank
5	India	Emergent 55L	<ul style="list-style-type: none"> High percentage of accurate reading (96%-98%) Matches one-to-one voice print match some of the time Speaks with a moderate use of content vocabulary Draws with rich detail Dictates and/or writes with a moderate use of words from word bank

	Name	Phase and Lexile Level	Observational Notes: Skills and Knowledge
6	Savanah	Emergent 60L	<ul style="list-style-type: none"> • Fair percentage of accurate reading (90%-92%) • Matches one-to-one voice print match some of the time • Speaks with a fair use of content vocabulary • Draws with limited detail • Dictates and/or writes with a fair use of words from word bank
7	Kelvin	Emergent 60L	<ul style="list-style-type: none"> • Moderate percentage of accurate reading (94%-96%) • Matches one-to-one voice print match some of the time • Speaks with a limited use of content vocabulary • Draws with some detail • Dictates and/or writes with limited use of words from word bank
8	Kimberly	Emergent 75L	<ul style="list-style-type: none"> • Fair percentage of accurate reading (90%-92%) • Matches one-to-one voice print match some of the time • Speaks with a fair use of content vocabulary • Draws with limited detail • Dictates and/or writes with a fair use of words from word bank
9	Dakota	Emergent 90L	<ul style="list-style-type: none"> • High percentage of accurate reading (97%-98%) • Matches one-to-one voice print match most of the time • Speaks with a moderate use of content vocabulary • Draws with limited detail • Dictates and/or writes with a moderate use of words from word bank
10	Justice	Emergent 120L	<ul style="list-style-type: none"> • Moderate percentage of accurate reading (93%-95%) • Matches one-to-one voice print match most of the time • Speaks with a limited use of content vocabulary • Draws with some detail • Dictates and/or writes with limited use of words from word bank

	Name	Phase and Lexile Level	Observational Notes: Skills and Knowledge
11	Caleb	Emergent 125L	<ul style="list-style-type: none"> • Moderate percentage of accurate reading (93%-95%) • Matches one-to-one voice print match most of the time • Speaks with a fair use of content vocabulary • Draws with limited detail with a fair use of words from word bank • Dictates and/or writes with a limited use of words from word bank
12	Alex	Emergent 200L	<ul style="list-style-type: none"> • Fair percentage of accurate reading (90-92%) • Matches one-to-one voice print match most of the time • Speaks with a fair use of content vocabulary • Draws with limited detail • Dictates and/or writes with a fair use of words from word bank
13	Eric	Early 300L	<ul style="list-style-type: none"> • Fair percentage of accurate reading (90-92%) • Reads at a fast rate, often ignores punctuation • Knows 75 high-frequency words • Speaks with a moderate use of content vocabulary • Draws with limited detail • Dictates and/or writes a moderate use of words from word bank
14	Madison	Early 300L	<ul style="list-style-type: none"> • Moderate percentage of accurate reading (93%-95%) • Reads at an appropriate rate, working on phrasing • Knows 100 high-frequency words • Speaks with a moderate use of content vocabulary • Draws with some detail • Dictates and/or writes with a moderate use of words from word bank
15	Paul	Early 350L	<ul style="list-style-type: none"> • Moderate percentage of accurate reading (93%-95%) • Reads at a slow rate, working on phrasing and intonation • Knows 100 high-frequency words • Speaks with a fair use of content vocabulary • Draws with limited detail • Dictates and/or writes with a fair use of words from word bank

	Name	Phase and Lexile Level	Observational Notes: Skills and Knowledge
16	Molly	Early 350L	<ul style="list-style-type: none"> • Moderate percentage of accurate reading (93%-95%) • Reads at an appropriate rate, working on phrasing and intonation • Knows 100 high-frequency words • Speaks with a fair use of content vocabulary • Draws with some detail • Dictates and/or writes with a fair use of words from word bank
17	Mikayla	Transitional 450L	<ul style="list-style-type: none"> • Moderate percentage of accurate reading (93%-95%) • Reads at a quick rate, working on pausing and phrasing • Knows 150+ high-frequency words • Speaks with a moderate use of content vocabulary • Draws with limited detail • Dictates and/or writes with a moderate use of words from word bank
18	Jack	Transitional 450L	<ul style="list-style-type: none"> • Moderate percentage of accurate reading (93%-95%) • Reads at an appropriate rate, working on intonation • Knows 150+ high-frequency words • Speaks with a moderate use of content vocabulary • Draws with rich detail • Dictates and/or writes with a moderate use of words from word bank

Step 3: Identify Areas of Emphasis

Taking the readers' strengths and needs into consideration, teachers select reading behaviors that they want to observe and support during small group homogeneous reading. By considering the strengths and needs of the readers, in conjunction with the reading behaviors that are indicative of each phase of reader development (Module 2, pages 20-23), teachers can identify areas of emphasis for each reading group.

Each area of emphasis should be thought about in relation to the Tennessee English Arts Standards in order to ensure that instruction is supporting intended outcomes.

Third Grade Example

The following table contains formal and informal pieces of information that Ms. Roberts used to identify areas of emphasis for four students who are currently exhibiting self-extending reading behaviors.

Self-extending Group of Readers	
	<i>Observational Notes:</i>
Colby Lexile Level: 650 Self-extending Phase	<i>Accuracy – moderate percentage of accurate reading (94%-96%), working on decoding multisyllabic words and using context clues to self-correct word recognition and understanding of words/vocabulary</i> <i>Fluency – reads at a slow rate, working on reading at an appropriate rate and using punctuation to assist phrasing and intonation</i> <i>Comprehension – asks and answers questions about texts and recounts key details, working on determining the main idea of texts and using information gained from illustrations and text features to synthesize information</i>
Samantha Lexile Level: 650 Self-extending Phase	<i>Accuracy – moderate percentage of accurate reading (94%-96%), working on decoding multisyllabic words and using context clues to self-correct word recognition and understanding words/vocabulary</i> <i>Fluency - reads at an appropriate rate, working on using punctuation to assist phrasing and intonation</i> <i>Comprehension - asks and answers questions about texts and recounts key details, working on determining the main idea of texts and using information gained from illustrations and text features to synthesize information</i>

Jamir Lexile Level:700 Self-extending Phase	<p><i>Accuracy - high percentage of accurate reading (97%-100%), working on decoding multisyllabic words and using context clues to understand words/vocabulary</i></p> <p><i>Fluency - reads at an appropriate rate, working on using punctuation to assist phrasing and intonation</i></p> <p><i>Comprehension - asks and answers questions about texts and recounts key details, working on determining the main idea of texts and using information gained from illustrations and text features to synthesize information</i></p>
Elijah Lexile Level: 750 Self-extending Phase	<p><i>Accuracy – high percentage of accurate reading (97%-100%), working on decoding multisyllabic words and using context clues to understand words/vocabulary</i></p> <p><i>Fluency – reads quickly, often ignoring punctuation, working on using punctuation to assist phrasing, pausing, and intonation</i></p> <p><i>Comprehension - asks and answers questions about texts and recounts key details, working on determining the main idea of texts and using information gained from illustrations and text features to synthesize information</i></p>

Ms. Roberts selected the following reading behaviors as areas of emphasis for Colby, Samantha, Jamir, and Elijah. Next to each area of emphasis, Ms. Roberts indicated Tennessee English Language Arts Standards that would be supported.

Students in the Group: Colby, Samantha, Jamir, Elijah Phase of Reader Development: Self-extending
<p>Areas of Emphasis:</p> <ul style="list-style-type: none"> • Use a variety of word-solving strategies to read unknown words (3.FL.PWR.3, 3.RI.RRTC.10) • Decode multisyllabic words (3.FL.PWR.3.c, 3.RI.RRTC.10) • Use context to confirm or self-correct word recognition and understanding of words (3.FL.F.5.c, 3.RI.RRTC.10) • Read with accuracy and fluency to support comprehension (i.e., pausing, phrasing, intonation) (3.FL.F.5, 3.RI.RRTC.10) • Use text features to locate information relevant to a given topic efficiently (3.RI.CS.5, 3.RI.RRTC.10) • Synthesize new content from texts (3.RI.IKI.7, 3.RI.RRTC.10) • Analyze an author’s purpose in choosing a topic or telling a story (3.RI.CS.6, 3.RI.RRTC.10)

Give it a Try

Transitional Group of Readers	
Kevin Lexile Level: 470 Transitional Phase	<p>Accuracy – <i>moderate percentage of accurate reading (93% -96%), uses a core of known words, working on using multiple sources of information (meaning, language structure, and print information) to problem solve and self-correct</i></p> <p>Fluency – <i>reads at an appropriate rate, working on integrating phrasing, stress, and intonation</i></p> <p>Comprehension – <i>asks and answers questions and recalls key details, working on identifying the main idea and referring to texts (illustrations and words) to demonstrate understanding of the text</i></p>
Tiffany Lexile Level: 470 Transitional Phase	<p>Accuracy – <i>high percentage of accurate reading (97%-99%), uses a large core of known words and multiple sources of information to problem solve</i></p> <p>Fluency – <i>reads slowly, working on reading at an appropriate rate with phrasing and intonation</i></p> <p>Comprehension - <i>asks and answers questions and recalls key details, working on identifying the main idea and referring to texts (illustrations and words) to demonstrate understanding of the text</i></p>
Ethan Lexile Level: 490 Transitional Phase	<p>Accuracy - <i>moderate percentage of accurate reading (93% -96%), uses a core of known words, working on using multiple sources of information (meaning, language structure, and print information) to problem solve and self-correct</i></p> <p>Fluency – <i>reads quickly, working on integrating pausing, phrasing and intonation</i></p> <p>Comprehension - <i>asks and answers questions and recalls key details, working on identifying the main idea and referring to texts (illustrations and words) to demonstrate understanding of the text</i></p>
Kashmir Lexile Level: 500 Transitional Phase	<p>Accuracy – <i>high percentage of accurate reading (97%-99%), uses a large core of known words and multiple sources of information to problem solve</i></p> <p>Fluency - <i>reads at an appropriate rate, working on integrating phrasing, stress, and intonation</i></p> <p>Comprehension - <i>asks and answers questions and recalls key details, working on identifying the main idea and referring to texts (illustrations and words) to demonstrate understanding of the text</i></p>

Trevor Lexile Level: 500 Transitional Phase	<p>Accuracy - <i>moderate percentage of accurate reading (93% -96%), uses a core of know words, working on using multiple sources of information (meaning, language structure, and print information) to problem solve and self-correct</i></p> <p>Fluency - <i>reads quickly, working on integrating pausing, phrasing, and intonation</i></p> <p>Comprehension - <i>asks and answers questions and recalls key details, working on identifying the main idea and referring to texts (illustrations and words) to demonstrate understanding of the text</i></p>
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Students in the Group: Kevin, Tiffany, Ethan, Kashmir, Trevor Phase of Reader Development: Transitional	
Areas of Emphasis:	

Kindergarten Example

The following table contains formal and informal pieces of information that Mr. Vaughn used to identify areas of emphasis for four students who are currently exhibiting emergent reading behaviors.

Emergent Group of Readers	
	<i>Observational Notes:</i>
Samuel Lexile Level: 40 Emergent Phase Letter Identification: 35/54 Word Recognition: a, the, is, it, to, I, at	<i>Accuracy – fair percentage of accurate reading (90%-92%), working on using known high-frequency words and using illustrations paired with initial consonants to solve unknown works</i> <i>Fluency – N/A, working on matching voice to print</i> <i>Comprehension – can use illustrations to recall key details, working on identifying the main topic and asking and answering questions about a text</i>
Alexis Lexile Level: 45 Emergent Phase Letter Identification: 27/54 Word Recognition: a, the, is, it, to, I, at	<i>Accuracy – moderate percentage of accurate reading (92%-94%), working on using known high-frequency words and using illustrations paired with initial consonants to solve unknown works</i> <i>Fluency – N/A, working matching voice to print</i> <i>Comprehension - can use illustrations to recall key details, working on identifying the main topic and asking and answering questions about a text</i>
Stephanie Lexile Level: 50 Emergent Phase Letter Identification: 45/54 Word Recognition: a, the, is, it, to, I, at, can, you, my	<i>Accuracy - moderate percentage of accurate reading (94%-96%), uses known high-frequency words, working on using illustrations paired with initial consonants to solve unknown works</i> <i>Fluency – N/A, working matching voice to print</i> <i>Comprehension – able to ask and answer questions about key details texts, working on identifying main topic</i>

Travis Lexile Level: 50 Emergent Phase Letter Identification: 49/54 Word Recognition: a, the, is, it, to, I, at, we, my, can, look	Accuracy – <i>moderate percentage of accurate reading (94%-96%) uses known high-frequency words, working on using illustrations paired with initial consonants to solve unknown words</i> Fluency – <i>N/A, working matching voice to print</i> Comprehension – <i>able to answer questions about key details and main topic, working on asking questions about key details and main topic</i>
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Mr. Vaughn selected the following reading behaviors as areas of emphasis for Samuel, Alexis, Stephanie, and Travis. Next to each area of emphasis, Mr. Vaughn indicated Tennessee English Language Arts Standards that would be supported.

Students in the Group: Samuel, Alexis, Stephanie, Travis Phase of Reader Development: Emergent
Areas of Emphasis: <ul style="list-style-type: none"> • Point to words while reading orally at a steady pace (K.FL.PC.1, K.RI.RRTC.10) • Make predictions by using information from the illustrations (K.RI.IKI.7, K.RI.RRTC.10) • Hear sounds in words and connect them with beginning consonants (K.FL.PA.2, K.RI.RRTC.10) • Recognize common high-frequency words (K.FL.PWR.3, K.RI.RRTC.10) • Remember information while reading in order to identify the main topic and retell key details (K.RI.KID.2, K.RI.RRTC.10) • Ask and answer questions after reading a text (K.RI.KID.1, K.RI.RRTC.10)

Give it a Try

Early Group of Readers	
	<i>Observational Notes:</i>
Eric Lexile Level: 300 Early Phase Letter Identification: 50/54 Confusions: b,d,p,q Word Recognition: 75 out of 100 high frequency words	<p><i>Accuracy – fair percentage of accurate reading (90%-92%), uses some high-frequency words, working on using letter-sound relationships to solve words, specifically word endings</i></p> <p><i>Fluency – reads at fast rate, often ignores punctuation, working on pausing at punctuation and phrasing</i></p> <p><i>Comprehension – asks and answers questions about a text, identifies main topic and key details, working on summarizing texts and talking about new knowledge gained from reading</i></p>
Madison Lexile Level: 300 Early Phase Letter Identification: 54/54 Word Recognition: 100 high-frequency words	<p><i>Accuracy – moderate percentage of accurate reading (93%-95%), has a core of known high-frequency words, working on using letter-sound relationships to solve words (beginning, middle, end)</i></p> <p><i>Fluency – reads at an appropriate rate, working on phrasing</i></p> <p><i>Comprehension – asks questions about key details, working on using text and illustrations to infer main topic</i></p>
Paul Lexile Level: 350 Early Phase Letter Identification: 54/54 Word Recognition: 100 high-frequency words	<p><i>Accuracy – moderate percentage of accurate reading (93%-95%), has a core of known high-frequency words, working on using letter-sound relationships to solve words (beginning, middle, end)</i></p> <p><i>Fluency – reads at a slow rate, working on phrasing and intonation</i></p> <p><i>Comprehension – able to answer questions about key details and main topic, working on summarizing texts and talking about new knowledge gained from reading</i></p>

Early Group of Readers	
	<i>Observational Notes:</i>
Molly Lexile Level: 350 Early Phase	<i>Accuracy – moderate percentage of accurate reading (93%-95%), has a core of known high-frequency words, working on using letter-sound relationships to solve words, specifically word endings</i>
Letter Identification: 54/54	<i>Fluency – reads at an appropriate rate, working on phrasing and intonation</i>
Word Recognition: 100 high-frequency words	<i>Comprehension – asks and answers questions about a text, identifies main topic and key details, working on summarizing texts and talking about new knowledge gained from reading</i>

Students in the Group: Eric, Madison, Paul, Molly
Phase of Reader Development: Early
Areas of Emphasis:

Step 4: Select an Appropriate Quantitatively Complex Text that is of High Quality and Content Rich

Quantitative Complexity

Knowing or determining the quantitative complexity ensures that the texts that are selected for small group reading are of the appropriate text complexity for the readers in each group. Knowledge of the correlation between Lexile levels and different phases of reader development helps with the selection of small group reading texts. The following chart correlates Lexile-level bands with approximate grade-level ranges and developmental reading phases.

Typical Grade Level	Developmental Reading Phases	Lexile Level
Kindergarten	Emergent	Up to 450
Kindergarten – Early First	Early	80 – 500
Late First – Second	Transitional	450 – 650
Third Grade	Self-extending	550 – 820

(Serravallo, 2015; Tennessee English Language Arts Standards, 2016)

High Quality and Content Rich

Texts selected for small group reading instruction should be high quality and content rich. The following chart can help teachers determine if the texts they have selected for small group reading are of high quality and content rich.

Selecting High-Quality and Content-Rich Texts	
Traits of High-Quality Literary Texts	Traits of Content-Rich Informational Texts
<ul style="list-style-type: none">• Conceptually rich issues• Complex or interesting plots• Well-developed characters• Rich language• Engaging illustrations• New or interesting settings	<ul style="list-style-type: none">• Provides new information• Builds knowledge• Useful to the real world• Relevant to students' existing questions or interests• Helps students solve problems• Helps students connect their own experiences to the broader world• Sparks curiosity; prompts further research or inquiry

Guiding Questions:
<ul style="list-style-type: none"> Does this text possess traits of high-quality and content-rich texts? Does this text promote knowledge building or the development of productive traits and habits? Does the content of this text connect to the students' interests? Does this text encourage positive perceptions about the students' identities and communities?

Third Grade Example: Text Selection

Ms. Roberts compared the Lexile levels of both texts that she selected with the developmental reading phases to verify that she had selected texts for both the transitional and self-extending readers. *Planets* has a Lexile level of 490 and fits within the Transitional Lexile-level band, and *Planet Watch* has a Lexile range of 600 to 700 and fits within the Self-extending Lexile-level band. These texts are quantitatively complex for both small groups of readers.

Appropriate Quantitative Complexity		
Group Members: Colby (650L), Samantha (650L), Jamir (700L), Elijah (700L)	Title: <i>Planet Watch</i> by Margaret Fetty	Lexile: 600/700
High Quality and Content-Rich		
<ul style="list-style-type: none"> Does this text possess traits of high-quality and content-rich texts? Does this text promote knowledge building or the development of productive traits and habits? Does the content of this text connect to the students' interests? Does this text encourage positive perceptions about the students' identities and communities? <p><i>This text is relevant to students' current interests about space and may spark curiosity about keeping an observational log. It has a number of engaging text features. The content of this text will continue to build students' knowledge about space.</i></p>		

Give it a Try

Appropriate Quantitative Complexity		
Group Members: Kevin (470L), Tiffany (470L), Ethan (490L), Kashmir (500L), Trevor (500L)	Title: <i>Planets</i> by William B. Rice	Lexile: 490
High Quality and Content Rich		
<ul style="list-style-type: none">• Does this text possess traits of high-quality and content-rich texts?• Does this text promote knowledge building or the development of productive traits and habits?• Does the content of this text connect to the students' interests?• Does this text encourage positive perceptions about the students' identities and communities?		

Kindergarten Example: Text Selection

Mr. Vaughn compared the Lexile levels of both texts that he selected with the developmental reading phases to verify that he had selected texts for both emergent and early readers. *Out in the Weather* has a Lexile level of 50 and fits within the emergent Lexile-level band and *Wind* has a Lexile level of 330 and fits within the early Lexile-level band. These texts are quantitatively complex for both small groups of readers.

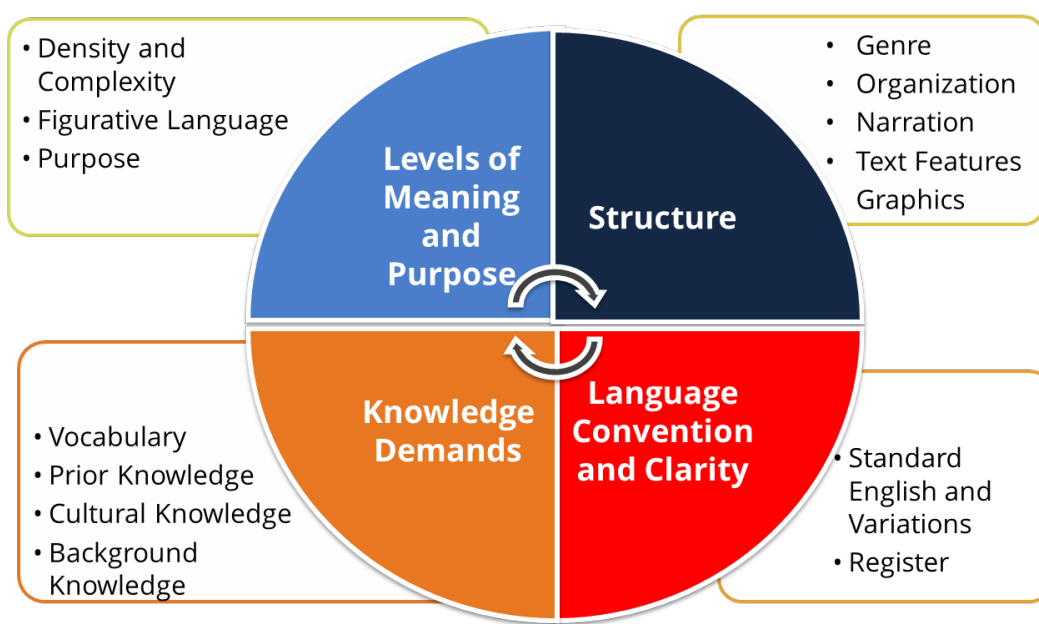
Appropriate Quantitative Complexity		
Group Members: Samuel (40L), Alexis (45L), Stephanie (50L), Travis (50L)	Title: <i>Out in the Weather</i> by Jenny Giles	Lexile: 50
High Quality and Content-Rich		
<ul style="list-style-type: none">• Does this text possess traits of high-quality and content-rich texts?• Does this text promote knowledge building or the development of productive traits and habits?• Does the content of this text connect to the students' interests?• Does this text encourage positive perceptions about the students' identities and communities? <p><i>This text connects with the students' current interest in different types of weather. It has engaging illustrations that depict different types of weather. This text will support the students' growing knowledge about what people do during different types of weather.</i></p>		

Give it a Try

Appropriate Quantitative Complexity		
Group Members: Eric (300L), Madison (300L), Paul (350L), Molly (350L)	Title: <i>Wind</i> by Carol Krueger	Lexile: 330
High Quality and Content-Rich		
<ul style="list-style-type: none">• Does this text possess traits of high-quality and content-rich texts?• Does this text promote knowledge building or the development of productive traits and habits?• Does the content of this text connect to the students' interests?• Does this text encourage positive perceptions about the students' identities and communities?		

Step 5: Analyze and Determine the Qualitative Complexity of a Text in Relation to the Students in the Group

Due to the varying quality of texts that are available, the ability to analyze texts becomes an integral skill for teachers as they prepare for small group reading. By analyzing the qualitative characteristics of a text, teachers take a close look at the supports and challenges of texts in relation to the readers. There are many qualitative factors to consider. It is often the combination of several qualitative characteristics that contributes to the complexity of a text.



(Fisher and Frey, 2013)

The following table provides descriptions for each of the qualitative text characteristics to consider when analyzing the qualitative complexity of a text.

Characteristics of Qualitative Complexity	
<i>Characteristic</i>	<i>Description</i>
Structure	
Genre	A category of text with features ranging from texts that are consistent with the rules of the genre to texts that bend and expand the rules for the genre.
Organization	The way the text is structured and presented. Fiction texts range from conventional (sequential or chronological, with clear transitions), to distortions of time or sequence (flashbacks, foreshadowing, or shifting perspectives). Factual texts use structural patterns such as descriptions; chronological sequence; comparison and contrast; cause and effect; and problem and solution. The combination of these structures increases the complexity of the text.
Narration	The point of view from which the text is written. First person, third person, or multiple narrators are examples of narration.
Text Features	Components of a text that organize information (table of contents, headings, subheadings, glossary, index) and guide the reader (bold and italicized words).
Graphics	Drawings, photographs, diagrams, and charts that provide information and add meaning to the text.
Language Convention and Clarity	
Standard English and Variations	The author's use of language conventions that adhere to a reader's linguistic base (Standard English) or multiple styles of English that are unfamiliar to the reader.
Register	A level of language complexity that can range from casual and familiar to archaic, formal, domain specific, or scholarly.
Knowledge Demands	
Vocabulary	The words used in a text and their meanings. Vocabulary can range from those that are highly familiar to those that are representative of unfamiliar, complex ideas, and that include academic and domain-specific language.
Prior Knowledge	Knowledge needed to understand a text that stems from previous experiences that can range from familiar (practical, general, and academic learning) to subject-specific, technical knowledge.
Cultural Knowledge	Knowledge needed to understand the values, beliefs, and social contexts of cultural references in a text ranging from popular culture to archaic or historical cultures.
Background Knowledge	Knowledge needed to understand the text that ranges from closely matching life experiences to content that extends far beyond a reader's life experiences.
Levels of Meaning and Purpose	
Density and Complexity	Levels of meaning that can range from explicitly stated to multiple levels of meaning that may be more ambiguous or complex.
Figurative Language	Language that uses words or expressions that are different from literal interpretations such as imagery, metaphors, symbolism, personification, irony, and satire.
Purpose	The larger intention(s) of the author of a text that range from being directly stated to implied or deliberately withheld from the reader.

(Fisher, Frey, & Lapp, 2012, p. 47-48 and Fountas & Pinnell, 2017, p. 408)

Understanding the different qualitative characteristics can help teachers develop a habit of mind for thinking about analyzing texts. Analysis of qualitative text characteristics helps teachers determine what students may need support with as they read and discuss the text. The qualitative analysis of small group reading texts informs the instruction that will occur during the lesson.

Third Grade Example

Preparation for Small Group Reading Summary	
Students in the Group: Colby, Samantha, Jamir, Elijah	
Phase of Reader Development: Self-extending	
Areas of Emphasis: <ul style="list-style-type: none"> • Read with accuracy and fluency (appropriate rate and expression) to support comprehension • Use a variety of word-solving strategies to read unknown words • Decode multisyllabic words • Use context to confirm or self-correct word recognition and understanding of words • Use text features to locate information relevant to a given topic efficiently • Identify the point of view of a text • Synthesize new content from texts • Analyze an author's purpose in choosing a topic or telling a story 	
Text Selection	
Title: <i>Planet Watch</i>	
Lexile Level of Text: 600/700	
Text Analysis	
Levels of Meaning and Purpose	Text Structure
The text explores how astronomers study the solar system by observing the sky through binoculars and telescopes.	This is a narrative nonfiction text told in the first person. The person telling the story is a student who is keeping an "observational log" about the planets that he observes in the sky. Chronological, log entry dates serve as headers. This text includes photos, illustrations, sidebars, labels, captions, diagrams, charts, a glossary, and an index.
Knowledge Demands	Language Conventions and Clarity
To fully understand this text, students will need to bring background knowledge about astronomy, the solar system, planetariums, and telescopes.	This book contains content-specific vocabulary (planetarium, constellation, Big Dipper, planet names, solar system, telescope, astronomy, volcanoes, rotate, orbit paths, horizon).

Give it a Try

Preparation for Small Group Reading Summary	
Students in the Group: Kevin, Tiffany, Ethan, Kashmir, Trevor Phase of Reader Development: Transitional	
Areas of Emphasis: 	
Text Selection	
Title: <i>Planets</i> Lexile Level of Text: 490	
Text Analysis	
Levels of Meaning and Purpose	Text Structure
Knowledge Demands	Language Conventions and Clarity

Kindergarten Example

Preparation for Small Group Reading Summary	
Students in the Group: Samuel, Alexis, Stephanie, Travis Phase of Reader Development: Emergent	
Areas of Emphasis: <ul style="list-style-type: none"> • Point to words while reading orally at a steady pace • Make predictions by using information from the illustrations • Hear sounds in words and connect them with beginning consonants • Recognize common high-frequency words • Remember information while reading in order to identify the main topic and retell key details • Ask and answer questions after reading a text 	
Text Selection	
Title: <i>Out in the Weather</i> Lexile Level of Text: 50	
Text Analysis	
Levels of Meaning and Purpose	Text Structure
The purpose of this text is straightforward. Two siblings are experiencing different types of weather across seasons.	The text organization is simple narrative. The text is told from the point of view of two children as they experience a series of seven different types of weather. The illustrations depict the different types of weather.
Knowledge Demands	Language Conventions and Clarity
Knowledge of different types of weather is important to the understanding of the text. Most students have some background with the different types of weather depicted in this text. Knowledge about “frosty” and “stormy” days can help to expand their background knowledge about weather. Some students have never built a snowman on a snowy day or been to a beach on a sunny day. This text can help extend their knowledge of what people may do in different types of weather.	The text contains simple language patterns that are close to students’ oral language.

Give it a Try

Preparation for Small Group Reading Summary	
Students in the Group: Eric, Madison, Paul, Molly Phase of Reader Development: Early	
Areas of Emphasis:	
Text Selection	
Title: <i>Wind</i> Lexile Level of Text: 330	
Text Analysis	
Levels of Meaning and Purpose	Text Structure
Knowledge Demands	Language Conventions and Clarity

Step 6: Examine Reader and Task Considerations

Continuing to keep a focus on the strengths and needs of students, teachers think about reader and task considerations. These considerations help teachers to consider students' interests, backgrounds, and their abilities to complete end-of-unit tasks.

Reader Considerations	
Student Background Considerations <ul style="list-style-type: none">• Motivation• Knowledge• Experiences	<ul style="list-style-type: none">• Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text?• What prior background knowledge or experience will readers need to successfully access and comprehend the text?• What cultural knowledge might students bring to the text?• What prior background and cultural knowledge and experiences are readers likely to bring to the text to support their text comprehension?
Task Considerations	
Task Considerations <ul style="list-style-type: none">• Purpose of the task• Complexity of the task• Questions posed	<ul style="list-style-type: none">• How will this text support students with successful completion of the end-of-unit task?• What grouping structure (homogeneous or heterogeneous) would support and challenge the students?• What kinds of thinking and problem solving will students have to use to fully access the text?

Third Grade Example:

The students and their teacher, Ms. Roberts, are currently involved in a unit about space. During this unit, the students have been building deep understandings through interactive read aloud and shared reading experiences that support the unit concept and enduring understandings. The students have been learning about how a planet's distance from the sun affects its distinguishing characteristics.

Group Members: Colby, Samantha, Jamir, Elijah
Title of Text: <i>Planet Watch</i> by Margaret Fetty
Reader Considerations
Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text? <ul style="list-style-type: none"><i>Yes, the students have been engaged in the interactive read alouds, shared reading texts, and the daily tasks about space. This text will provide them with the opportunity to read a text that has been matched to their strengths and needs with accuracy, fluency, and comprehension.</i>
What prior background knowledge or experience will readers need to successfully access and comprehend the text? <ul style="list-style-type: none"><i>Interactive read alouds, shared reading, and daily tasks have provided students with background knowledge about the planets in our solar system. They understand that the planets follow different orbital paths around the sun and that each planet has specific characteristics based on its position in relation to the sun. The students have not had the experience of keeping an observational log. This concept will need to be discussed in order for the students to fully comprehend this text.</i>
What cultural knowledge might students bring to the text? <ul style="list-style-type: none"><i>It is likely that students will have a range of cultural knowledge about planets and constellations in the sky. This knowledge may come from family stories and songs about the sky and what we can observe in the sky.</i>
Task Considerations
How will this text support students with successful completion of the end-of-unit task? <ul style="list-style-type: none"><i>For the end-of-unit task, students will be asked to imagine that they are a NASA scientist and the president has asked them if we can relocate people to other planets. The students will need to prepare a brief for the president on why Earth is ideally suited for life but other planets are not. In order to successfully complete this task, students will need experiences with reading and discussing texts about the specific characteristics of each planet along with experiences writing briefs.</i>

What grouping structure (homogeneous or heterogeneous) would support and challenge the students?

- *A homogeneous grouping structure will be used to engage a group of emergent readers when reading and discussing this text.*

What kinds of thinking and problem solving will students have to use to fully access the text?

- *Students will need to be using a combination of their skills-based and knowledge-based competencies to fully access this text. They will need to be thinking within, beyond, and about this text in order to read with accuracy, fluency, and comprehension.*

Give it a Try

Group Members: Kevin, Tiffany, Ethan, Kashmir, Trevor
Title of Text: <i>Planets</i> by William B. Rice
Reader Considerations
Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text?
What prior background knowledge or experience will readers need to successfully access and comprehend the text?
What cultural knowledge might students bring to the text?
Task Considerations
How will this text support students with successful completion of the end-of-unit task?
What grouping structure (homogeneous or heterogeneous) would support and challenge the students?
What kinds of thinking and problem solving will students have to use to fully access the text?

Kindergarten Example

The students and their teacher, Mr. Vaughn, are involved in a unit about weather. During this unit, the students have been building deep understandings through interactive read aloud and shared reading texts that support the unit concept and enduring understandings about weather. The students have been observing weather patterns in order to predict changes in the weather. They have been learning about how weather conditions recur throughout the day and the year and how the seasons and the associated weather patterns impact living things.

Group Members: Samuel, Alexis, Stephanie, Travis
Title of Text: <i>Out in the Weather</i> by Jenny Giles
Reader Considerations
Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text? <ul style="list-style-type: none"><i>Yes, the students have been engaged in interactive read alouds, shared reading texts, and daily tasks about weather. Students will be provided an opportunity to read a text that has been matched to their strengths and needs with accuracy, fluency, and comprehension.</i>
What prior background knowledge or experience will readers need to successfully access and comprehend the text? <ul style="list-style-type: none"><i>Interactive read alouds, shared reading, and daily tasks have provided students with background knowledge about the different types of weather that occur during the seasons. Some students have never experienced going to an ocean or lake on a sunny day, so this experience will need to be discussed.</i><i>They have had multiple experiences adjusting to weather conditions in their hometown and sang weather songs in preschool and/or kindergarten.</i>
What cultural knowledge might students bring to the text? <ul style="list-style-type: none"><i>It is likely that students have heard weather stories from their parents and grandparents that are relevant to this text.</i>
Task Considerations
How will this text support students with successful completion of the end-of-unit task? <ul style="list-style-type: none"><i>For the end-of-unit task, students (with prompting and support) will be asked to use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts about the weather in one of the seasons. In order to complete this task, students will need experiences with reading and discussing texts about weather. They will also need experiences with drawing different types of weather.</i>

What grouping structure (homogeneous or heterogeneous) would support and challenge the students?

- *A homogeneous grouping structure will be used to engage a group of emergent readers when reading and discussing this text.*

What kinds of thinking and problem solving will students have to use to fully access the text?

- *Students will need to use combination of their skills-based and knowledge-based competencies to fully access this text. They will need to think within, beyond, and about this text in order to read with accuracy, fluency, and comprehension.*

Give it a Try

Group Members: Eric, Madison, Paul, Molly
Title of Text: <i>Wind</i> by Carol Krueger
Reader Considerations
Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text?
What prior background knowledge or experience will readers need to successfully access and comprehend the text?
What cultural knowledge might students bring to the text?
Task Considerations
How will this text support students with successful completion of the end-of-unit task?
What grouping structure (homogeneous or heterogeneous) would support and challenge the students?
What kinds of thinking and problem solving will students have to use to fully access the text?

Closing Reflection

As you form and plan for group reading instruction, it is helpful to see students as individuals and keep your purpose in mind.

(Serravallo, 2010, p.66)

If we attend to individual children as they work, and if we focus on the progressions in learning that occur over time, our detailed observations can provide feedback to our instruction.

(Clay, 2013, p.4)

Clearly, assessing the demands of a text is a complex task. As teachers, we are not thinking of the text in isolation but in relation first to readers in general and then to the particular readers we are teaching. Processing involves meeting the emotional as well as the cognitive demands of a text.

(Fountas & Pinnell, 2006, p.7)

Reflect

A large, empty rectangular box with a thin black border, intended for a reflection or response.

Module 5: Planning for Teaching Small Homogeneous Reading Groups

Objectives

- Examine the structure of a homogeneous small group reading lesson
- Investigate how to plan a homogeneous small group reading lesson

Link to Tennessee English Language Arts Standards

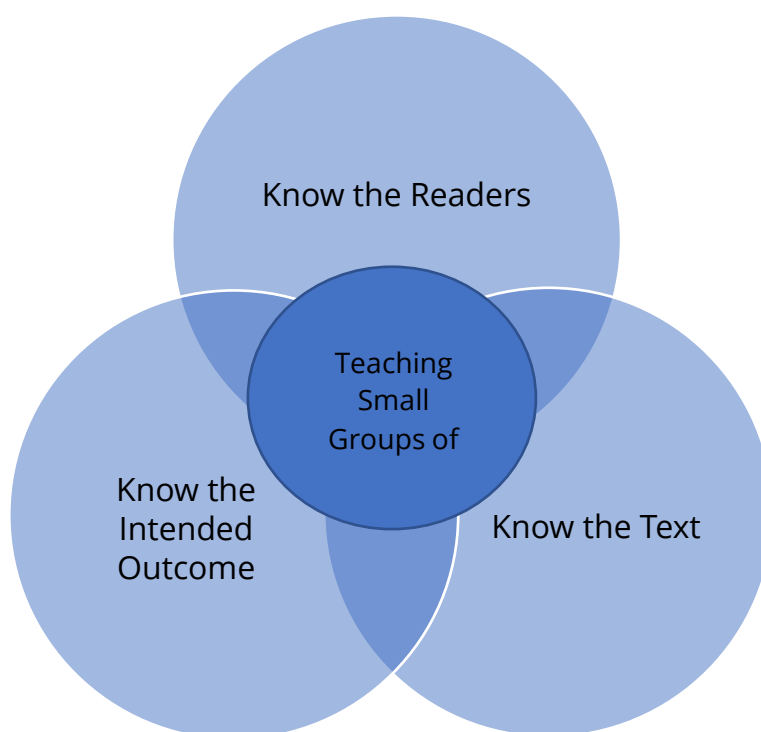
- In small group reading, the teacher focuses on the explicit teaching of reading behaviors in the service of comprehension, while incorporating additional **Reading, Writing, and Speaking and Listening** standards, through questioning, discussion, and tasks.

TEAM Connection

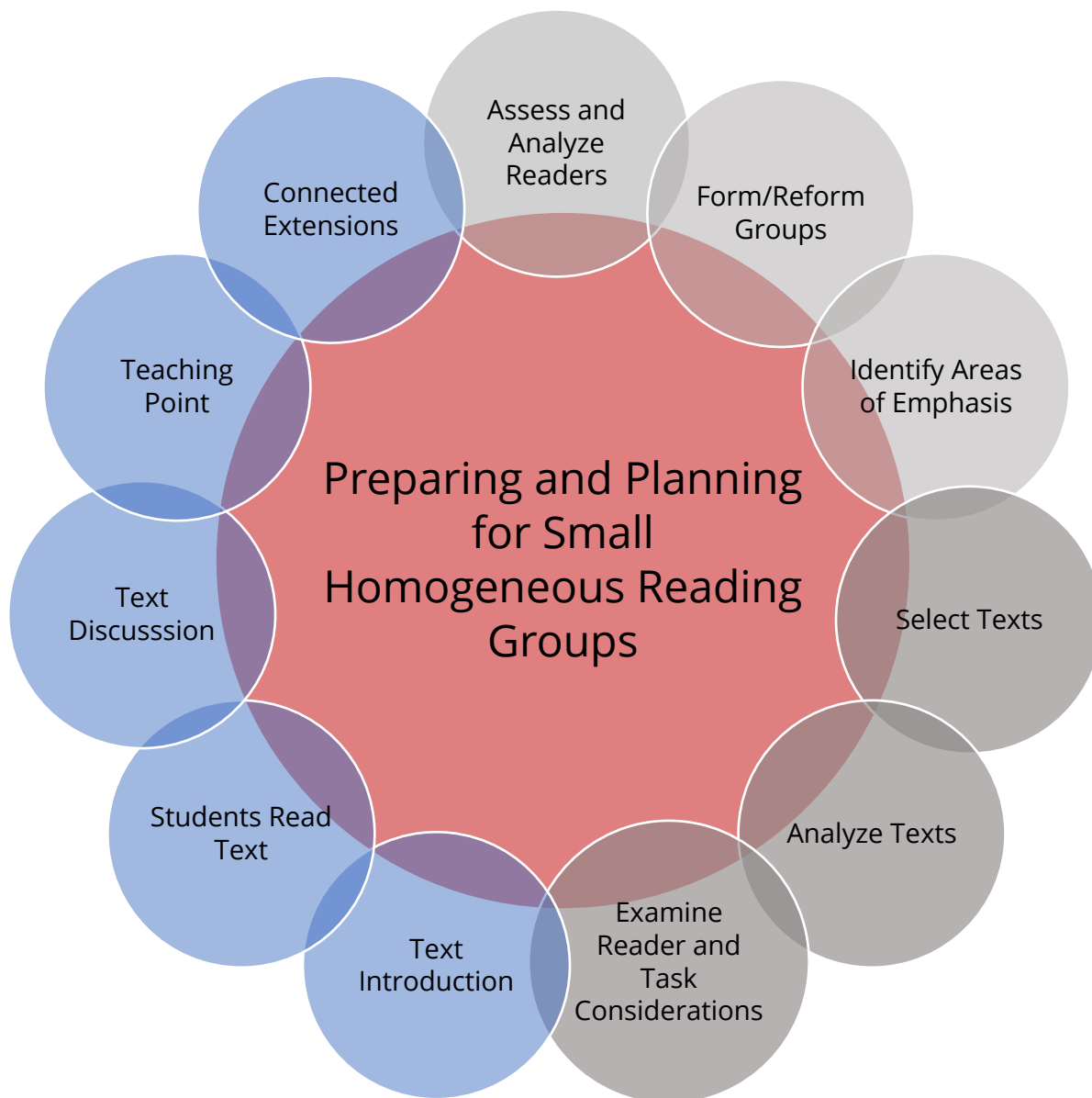
- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

Structure of a Small Group Homogeneous Reading Lesson

Teachers prepare for small group reading by assessing and analyzing reading behaviors and forming small groups that are similar in their strengths and needs as readers. With the groups of students in mind, teachers then thoughtfully select texts that are high quality and content rich. Finally, the selected texts are analyzed to determine their quantitative and qualitative complexity. Throughout the process of preparing and planning for small group instruction, teachers use their knowledge of the readers, the texts, and the intended outcomes in an integrated way in order to differentiate the instruction.

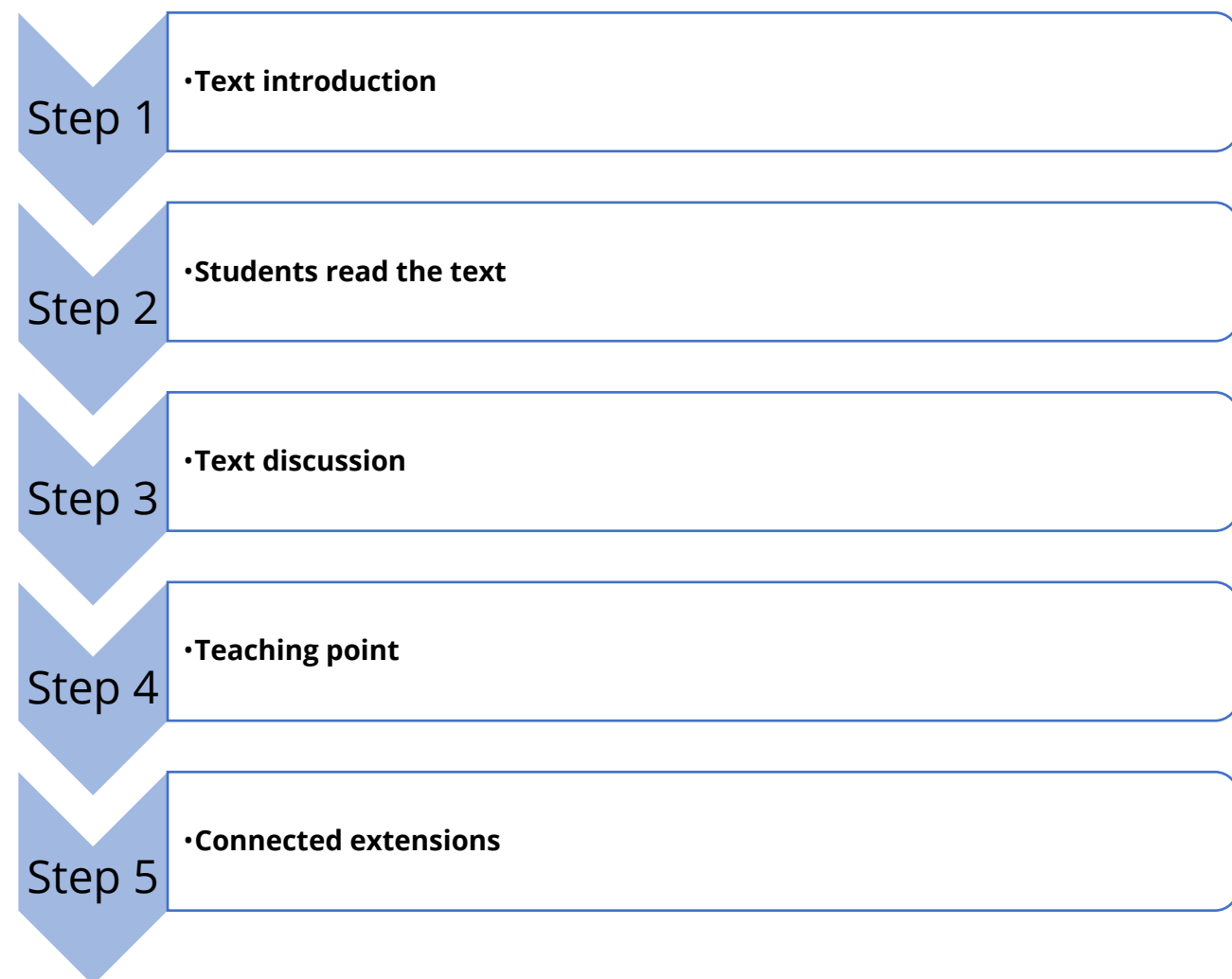


The graphic below displays the process for preparing and planning for small group homogeneous reading instruction. After preparing for small group instruction (grey circles), teachers use the information that they gained to inform the planning of the small group homogeneous reading lessons (blue circles).



Each element of a small group homogeneous reading lesson supports and extends reader development. Throughout the lesson, teachers and students are actively engaged. The elements of a small group homogeneous reading lesson are depicted on the next page.

Elements of a Small Group Homogeneous Reading Lesson



The table on the next page provides more detailed information about each element of a small group homogeneous reading lesson.

Small Group Homogeneous Reading Structure			
Element	Description	Teacher's Role	Students' Roles
Text Introduction	Introduce readers to aspects of the text that will support their ability to read the text with accuracy, fluency, and comprehension.	<ul style="list-style-type: none"> Plan a text introduction that elicits conversation of what the text is about and provides some support with challenging aspects revealed by the text analysis Briefly introduce the text, making connections to students' interest, knowledge, and/or experience Connect text to unit concepts and enduring understandings when possible Observe and take notes about what students are noticing about the text 	<ul style="list-style-type: none"> Engage in a conversation about the text Notice information in the text
Students Read the Text	Students read the text while the teacher observes and takes observational notes about the students' use of reading behaviors. The teacher supports the students' use of reading behaviors when needed.	<ul style="list-style-type: none"> Plan for the use of facilitative modeling, prompting, and reinforcing language Listen to students read orally Observe and take notes about students' reading behaviors Support students with problem solving when necessary through modeling, prompting, or reinforcing reading behaviors 	<ul style="list-style-type: none"> Read the whole text or a section of the text to themselves softly or silently Read with accuracy, fluency, and comprehension

Small Group Homogeneous Reading Structure			
Element	Description	Teacher's Role	Students' Roles
Text Discussion	The teacher facilitates a comprehension conversation with the students. The teacher supports students as they share the deeper meanings of texts.	<ul style="list-style-type: none"> Plan questions that will elicit <i>within</i>, <i>beyond</i>, and <i>about</i> the text thinking Facilitate a conversation about the text that encourages interactive speaking and listening Facilitate a conversation that builds meaning and knowledge Connect text to unit concepts and enduring understandings when possible Observe and take notes about students' understandings about the text 	<ul style="list-style-type: none"> Share understandings about the text Listen to and build off of each other's thinking Use evidence from the text to support understandings Ask questions of one another or to clarify understandings
Teaching Point	The teacher selects a specific teaching point or two that will help extend the readers' use of reading behaviors.	<ul style="list-style-type: none"> Plan a teaching point or develop a teaching point based on something that occurred while the students were reading or discussing the text Select teaching opportunities – close reading, fluency, or word work 	<ul style="list-style-type: none"> Revisit the text with the teacher to engage in close reading Engage actively in word work Revisit a portion of the text for fluency
Connected Extensions	The teacher connects and extends the work of the lesson to other reading, writing, and word study tasks.	<ul style="list-style-type: none"> Plan connected extension(s) to daily tasks, work stations, and/or daily journals 	<ul style="list-style-type: none"> Engage in connected extension(s) to daily tasks, work stations, and/or daily journals

Table Share

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Systems of Strategic Actions

Small group reading provides teachers with the opportunity to design instruction that is tailored to the specific learning goals of the individuals in each group. While reading complex texts, teachers foster students' use of strategic activity and active problem solving, enabling students to comprehend texts while reading with accuracy and fluency. When reading with accuracy and fluency, students need to be thinking *within*, *beyond*, and *about* texts to fully comprehend the deeper messages.

The Systems of Strategic Actions Wheel is a visual representation of the thinking that occurs while reading. Each of these systems work as a network of actions. They are all working simultaneously in our brains while we are reading. These systems are not used in isolation. The connections that we make across all 12 of the systems of strategic actions enable us to read for meaning. Proficient readers activate *within*, *beyond*, and *about* the text thinking simultaneously.

The Systems of Strategic Actions Wheel is divided into three types of thinking: *within* the text, *beyond* the text, and *about* the text.

- Much of the Thinking Within the Text is evident when children are reading orally, with the exception of summarizing. Teachers may support the behaviors of searching for and using information, monitoring and self-correcting, solving words, maintaining fluency, and adjusting reading across elements of the lesson as needed and observe carefully for the independent use of these behaviors during the children's reading of the text. During the discussion of the text, teachers may prompt for and listen for evidence of the students' ability to summarize, articulating the important information contained in the text.
- Thinking Beyond the Text includes predicting; synthesizing; making connections to personal knowledge, world knowledge, and knowledge about other texts; and inferring to inform their thinking as they interpret information that is not explicitly stated in the text. Through conversation during the introduction and discussion of the text, teachers support thinking beyond the text by listening for evidence of students' thinking.
- While Thinking About the Text, readers are analytically studying and thinking about the text as an object. Readers analyze the texts by thinking about how texts are created and organized and they critique the texts as they think about how authors present and communicate information. Through conversation, students demonstrate their thinking about the text.

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Text Introduction

Teachers plan text introductions prior to meeting with a small group of readers. When thinking about what to include in a text introduction, teachers take into consideration the selected areas of emphasis in conjunction with the qualitative text analysis. The selected areas of emphasis provide a foundation for the lesson. The qualitative text analysis provides insights about what will be helpful to include in a text introduction. Each text introduction is unique to the students who will be reading the text. Teachers combine what they know about the readers and the text to plan text introductions.

Third Grade Example: Introduction to *Planet Watch*

As Ms. Roberts was planning a text introduction for *Planet Watch*, the text she selected for a small group of self-extending readers, she began by examining the areas of emphasis she identified for this group and the qualitative complexity analysis that she completed for *Planet Watch*.

Preparation for Small Group Reading Summary	
Students in the Group: Colby, Samantha, Jamir, Elijah	
Phase of Reader Development: Self-extending	
Areas of Emphasis: <ul style="list-style-type: none">• Read with accuracy and fluency (appropriate rate and expression) to support comprehension• Use a variety of word-solving strategies to read unknown words• Decode multisyllabic words• Use context to confirm or self-correct word recognition and understanding of words• Use text features to locate information relevant to a given topic efficiently• Identify the point of view of a text• Synthesize new content from texts• Analyze an author's purpose in choosing a topic or telling a story	
Text Selection	
Title: <i>Planet Watch</i>	
Lexile Level of Text: 600/700	
Text Analysis	
Levels of Meaning and Purpose	Text Structure
The text explores how astronomers study the solar system by observing the sky through binoculars and telescopes.	This is a narrative nonfiction text told in the first person. The person telling the story is a student who is keeping an “observational log” about the planets that he observes in the sky. Chronological log entry dates serve as headers. This text includes photos, illustrations, sidebars, labels, captions, diagrams, charts, a glossary, and an index.

Knowledge Demands	Language Conventions and Clarity
To fully understand this text, students will need to bring background knowledge about astronomy, the solar system, planetariums, and telescopes.	This book contains content-specific vocabulary (planetarium, constellation, Big Dipper, planet names, solar system, telescope, astronomy, volcanoes, rotate, orbit paths, horizon).
Reader Considerations	
<p>Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text?</p> <ul style="list-style-type: none"> <i>Yes, the students have been engaged in interactive read alouds, shared reading texts, and daily tasks about space. This text will provide them with the opportunity to read a text that has been matched to their strengths and needs with accuracy, fluency, and comprehension.</i> <p>What prior background knowledge or experience will readers need to successfully access and comprehend the text?</p> <ul style="list-style-type: none"> <i>Interactive read alouds, shared reading, and daily tasks have provided students with background knowledge about the planets in our solar system. They understand that the planets follow different orbital paths around the sun and that each planet has specific characteristics based on its position in relation to the sun. The students have not had the experience of keeping an observational log. This concept will need to be discussed in order for the students to fully comprehend this text.</i> <p>What cultural knowledge might students bring to the text?</p> <ul style="list-style-type: none"> <i>It is likely that students will have a range of cultural knowledge about planets and constellations in the sky. This knowledge may come from family stories and songs about the sky and what we can observe in the sky.</i> 	

After thinking about the areas of emphasis and the qualitative complexity analysis, Ms. Roberts wrote a text introduction that included a brief introduction that engaged the students in a conversation about:

- what the book was about,
- the genre,
- the point of view from which the book was written,
- the use of log entry dates as headers,
- different text features, and
- the vocabulary words: planetarium, observation log, astronomy, NASA, and astronomer.

Planning Sheet Small Group Homogeneous Reading	
Group Members: Colby, Samantha, Jamir, Elijah	
Text: <i>Planet Watch</i>	
Text Introduction:	<p>"Today you are going to be reading a book called <i>Planet Watch</i>. Take a quick look through the book and tell me what you think this text is about."</p> <p>(Connect to students' interests, knowledge, and/or experience.)</p> <p>"This is a narrative nonfiction text written from the perspective of a student who is keeping an observational log about what he is learning about the solar system by observing the sky. What do you think he might record in his observation log?"</p> <p>(Bring students' attention to the headers.) "Turn to page two. Notice how the header at the top of the page is the date, Sept. 2. In this book, each entry that the boy makes in his observation log will start with a new date. You will want to notice these dates as you read in order to think about how much time passes in this book."</p> <p>(Introduce the vocabulary word "planetarium." Bring students' attention to the glossary and discuss.)</p>

Third Grade Example: Introduction to *Planet Watch* Scenario

Text Introduction: <i>Planet Watch</i>	
Speaker:	Interaction:
Ms. Roberts	Today, you are going to be reading a book called <i>Planet Watch</i> . We have been learning a lot about the solar system during our current unit of study and you have all been interested in learning more about observing planets and stars in the night sky. Take a quick look through <i>Planet Watch</i> and share with the group what you think this text is about.
Colby	I think this book is going to be an informational book about the solar system. There are photographs and illustrations of stars and the planets. It looks like there is going to be information in this book that is similar to some of our interactive read aloud books.
Jamir	I agree with Colby. I also noticed that there are dates at the top of some of the pages. Maybe someone is keeping a response journal in this book. Those dates remind me of the dates that we put at the top of our readers' notebooks and Science Journals.
Ms. Roberts	Yes, you both noticed some important things about this book. This is a narrative nonfiction text written from the perspective of a student who is keeping an observational log about what he is learning about the solar system by observing the sky. What do you think he might record in his observation log?
Elijah	I saw an illustration of a pair of binoculars and an illustration of a telescope. I think the boy is going to write about what he sees in the sky using the binoculars and the telescope. He might write about the stars and planets that he sees.
Ms. Roberts	Jamir noticed something interesting, everyone turn to page two. Notice how the header at the top of the page is the date Sept. 2. In this book, each new entry that the boy makes in his observation log will start with a new date. You will want to notice these dates as you read in order to think about how much time passes in this book. This book begins with a class trip to a planetarium. Find the word planetarium on page two.
Samantha	I found the word planetarium in the first sentence. The author made it bold.
Ms. Roberts	What does a bold word usually mean in a nonfiction text?
Jamir	The word is probably defined in the glossary.
Ms. Roberts	Yes, this text does have a glossary. Everyone turn to page 31 and read the definition of planetarium. Take a moment to read the other words and definitions the author included in the glossary. Turn back to page three and look at the picture of the inside of a planetarium.
Ms. Roberts	As you read, think about how the author organized this book by chronological order. Turn back to the beginning and read <i>Planet Watch</i> .

Give it a Try: Introduction to *Planets* by William B. Rice

Planning Sheet	
Small Group Homogeneous Reading	
Group Members: Kevin, Tiffany, Ethan, Kashmir, Trevor	
Text: <i>Planets</i> by William B. Rice	
Text Introduction:	

Kindergarten Example: Introduction to *Out in the Weather*

As Mr. Vaughn was planning a text introduction for *Out in the Weather*, the text he selected for a small group of emergent readers, he began by examining the areas of emphasis he identified for this group and the qualitative complexity analysis that he completed for *Out in the Weather*.

Preparation for Small Group Reading Summary	
Students in the Group: Samuel, Alexis, Stephanie, Travis Phase of Reader Development: Emergent	
Areas of Emphasis: <ul style="list-style-type: none">• Point to words while reading orally at a steady pace• Make predictions by using information from the illustrations• Hear sounds in words and connect them with beginning consonants• Recognize common high-frequency words• Remember information while reading in order to identify the main topic and retell key details• Ask and answer questions after reading a text	
Text Selection	
Title: <i>Out in the Weather</i> Lexile Level of Text: 50	
Text Analysis	
Levels of Meaning and Purpose	Text Structure
The purpose of this text is straightforward. Two siblings are experiencing different types of weather across seasons.	The text organization is simple narrative. The text is told from the point of view of two children as they experience a series of seven different types of weather. The illustrations depict the different types of weather.
Knowledge Demands	Language Conventions and Clarity
Knowledge of different types of weather is important to the understanding of the text. Most students have some background with the different types of weather depicted in this text. Knowledge about a “frosty” day can help to expand their background knowledge about weather. Some students have never built a snowman on a snowy day or been to a beach on a sunny day. This text can help extend their knowledge of what people may do in different types of weather.	The text contains simple language patterns that are close to students’ oral language.

Reader Considerations

Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text?

- *Yes, the students have been engaged in interactive read alouds, shared reading texts, and daily tasks about weather. Students will be provided an opportunity to read a text that has been matched to their strengths and needs with accuracy, fluency, and comprehension.*

What prior background knowledge or experience will readers need to successfully access and comprehend the text?

- *Interactive read alouds, shared reading, and daily tasks have provided students with background knowledge about the different types of weather that occur during the seasons. Some students have never experienced going to an ocean or lake on a sunny day, so this experience will need to be discussed.*
- *They have had multiple experiences adjusting to weather conditions in their hometown and sang weather songs in preschool and/or kindergarten.*

What cultural knowledge might students bring to the text?

- *It is likely that students have heard weather stories from their parents and grandparents that are relevant to this text.*

After thinking about the areas of emphasis and the qualitative complexity analysis, Mr. Vaughn wrote a text introduction that engaged the students in a conversation about:

- the main idea of the text,
- the vocabulary word “frosty,”
- how illustrations can be used to make predictions, and
- how hearing sounds in words and connecting them with beginning consonants can help them monitor their reading.

Planning Sheet Small Group Homogeneous Reading	
Group Members: Samuel, Alexis, Stephanie, Travis	
Text: <i>Out in the Weather</i>	
Text Introduction:	<p>"This book is called <i>Out in the Weather</i>. In this book, a brother and sister do different things in different kinds of weather. On every page they tell you what kind of day it is, and then they say, 'Look at us.'"</p> <p>"Thinking about what you know about weather, what types of weather might be in this book?" (Listen to students' responses.)</p> <p>(Prompt students to look at the illustrations and predict what the author is writing about and listen to students' responses)</p> <p>(If students do not mention pages eight and nine, prompt them to do so) "Listen to the language they use to describe the type of weather that is depicted on page nine." (Students will probably say that it is a cold, icy day.)</p> <p>(If students say cold, icy day, introduce the word frosty. Have them say the word, listen for the first sound, and predict what letter they will see at the beginning of frosty. Have students find the word frosty and read it together.)</p> <p>(Prompt students to read the text pointing under each word.)</p>

Kindergarten Example: Introduction to *Out in the Weather* scenario

Text Introduction: <i>Out in the Weather</i>	
Speaker:	Interaction:
Mr. Vaughn	<p>This book is called <i>Out in the Weather</i>. In this book, a brother and sister do different things in different kinds of weather. On every page they tell you what kind of day it is, and then they say, "Look at us."</p> <p>Thinking about what you know about weather, what types of weather might be in this book? (Listen to students' responses.)</p>
Alexis	<p>Raining!</p> <p>Snowing!</p> <p>Sunny!</p>
Mr. Vaughn	Yes, those are all different types of weather. Let's take a look at the illustrations in this book and see what kinds of weather the author writes about. Turn the pages and tell me what you see. The illustrations in this book can help you think about what the author is writing about.
Samuel	Two kids are outside in the rain. They have on boots and rain coats and rain is coming down from the sky.
Travis	On these pages (pages five and seven), there are clouds in the sky. On this page (page 5) they are walking, and on this page, (page seven) they are flying kites. It needs to be windy to fly kites.
Mr. Vaughn	Yes, it does need to be windy to fly kites. Everyone turn to pages eight and nine. Now you see that it looks like a cold, icy day in the picture. In this book, the author uses the word "frosty." "It is a frosty day." Frosty is another way to describe a cold, icy day. Say frosty. What do you hear at the beginning of "frosty?" (Students respond.) Find the word "frosty" and put your finger under it.
Stephanie	That's an f.
Mr. Vaughn	<p>Yes, frosty starts with an f. Let's read that sentence together. "It is a frosty day."</p> <p>You can say a word, listen for the first sound, and check the first letter of a word to make sure you are saying the word the author wrote.</p> <p>Turn back to the beginning of the book and read about the different types of weather days. Point under each word as you read.</p>

Give it a Try: Introduction to *Wind* by Carol Krueger

Planning Sheet Small Group Homogeneous Reading	
Group Members: Eric, Madison, Paul, Molly	
Text: <i>Wind</i> by Carol Krueger	
Text Introduction:	

Students Read the Text

After the teacher introduces the text, the students read the text independently at their own pace, either in a whisper voice or silently. Emergent readers and early readers usually read in a whisper voice while transitional and self-extending readers read silently. Students are not doing “Round Robin” or “popcorn” reading during small group reading instruction. “Round Robin” or “popcorn” reading interferes with a student’s ability to process a whole text independently.

While students are reading, the teacher listens to the students read a portion of the book in order to capture observational notes about how students are processing the text. If students are demonstrating the areas of emphasis, the teacher may choose to reinforce the reading behavior or remain silent. If students are struggling to process the text, the teacher may choose to teach or prompt for the effective use of reading behaviors. The identified areas of emphasis can help teachers select facilitative language that they may use to model, prompt, or reinforce the use of reading behaviors. By thinking about and selecting facilitative language in advance, teachers are preparing to be responsive to the needs of each individual reader.

Third Grade Example: Planning to Teach, Prompt, or Reinforce Reading Behaviors While Students are Reading

While planning to listen to Colby, Samantha, Jamir, and Elijah read *Planet Watch*, Ms. Roberts re-examined the areas of emphasis that she identified for this group. She wanted to be ready to teach, prompt for, or reinforce the following oral reading behaviors:

- Decode multisyllabic words.
- Use context to confirm or self-correct word recognition and understanding of words.
- Read with fluency to support comprehension.

With these areas of emphasis in mind, Ms. Roberts consulted *Prompting Guide Part 1 for Oral Reading and Early Writing* and selected the following teaching, prompting, and reinforcing language.

Behavior	Teach	Prompt	Reinforce
<i>Decode multisyllabic words by taking them apart using syllables.</i>	You can say it slowly and think about the parts you know.	Read it slowly and look at the first part, middle part, and last part.	You said it slowly and used the parts that you knew.
<i>Use context to confirm or self-correct word recognition and understanding of words.</i>	You can try it again and think what would make sense and sound right.	You are nearly right: Try again, thinking about what would make sense and sound right.	You noticed that it didn’t make sense or sound right and you fixed it.

Behavior	Teach	Prompt	Reinforce
<i>Read with fluency to support comprehension.</i>	<p>Listen to me read this. Notice what I do when I come to punctuation.</p> <p>Listen to how I read the punctuation in this sentence/paragraph.</p>	<p>Notice the punctuation as you read that sentence.</p> <p>Read the punctuation.</p>	<p>You read the punctuation in that sentence.</p>

Give it a Try: Planning to Teach, Prompt for, or Reinforce Reading Behaviors While Students are Reading

Students: Kevin, Tiffany, Ethan, Kashmir, Trevor			
Behavior	Teach	Prompt	Reinforce

Kindergarten Example: Planning to Teach, Prompt, or Reinforce Reading Behaviors While Students are Reading

While planning to listen to Samuel, Alexis, Stephanie, and Travis read *Out in the Weather*, Mr. Vaughn re-examined the areas of emphasis that he identified for this group. If students needed support, he wanted to be ready to teach, prompt for, or reinforce the following oral reading behaviors:

- Point to words while reading orally at a steady pace.
- Make predictions by using information from the illustrations.
- Hear sounds in words and connect them with beginning consonants.

With these areas of emphasis in mind, Mr. Vaughn consulted *Prompting Guide Part 1 for Oral Reading and Early Writing* and selected the following teaching, prompting, and reinforcing language.

Behavior	Teach	Prompt	Reinforce
<i>Point to words while reading orally at a steady pace.</i>	Look at how I point and read. I make it match.	Point your finger under each word.	You pointed under each word.
<i>Make predictions by using information from the illustrations.</i>	The picture will help you think about this part of the story.	Can the picture help you think about this part of the story?	That makes sense in this part of the story.
<i>Hear sounds in words and connect them with beginning consonants.</i>	You can look at the letter and say the first sound.	Look at the first letter and say the sound.	You said the first sound and it helped you.

(Fountas & Pinnell, 2009)

Give it a Try: Planning to Teach, Prompt, or Reinforce Reading Behaviors While Students are Reading

Students: Eric, Madison, Paul, Molly			
Behavior	Teach	Prompt	Reinforce

Text Discussion

After all students have finished reading the text, the teacher facilitates a discussion with the students. This is a time to encourage students to share their understandings and thoughts about the text. In preparation for this part of the small group reading lesson, the teacher develops prompts and questions that support the students' ability to talk, listen to each other, and share their thinking about texts.

The text discussion is conversational in nature. The text discussion is not a time to "test" the students. Beginning the text discussion with an open-ended question that invites the students to share their thinking is often a good place to begin a text discussion. For example, students may be invited into the text discussion with questions like:

- Who would like to get our text discussion started?
- What were you thinking about when you were reading this text?
- Who has a question about something they just read?
- What was something that you found interesting about this text?

The purpose of a text discussion is to help students develop the ability to demonstrate the intended outcomes of the Tennessee Reading and Speaking and Listening Standards. While planning for a text discussion, the teacher takes into consideration the readers, the text, and the intended outcomes in order to facilitate a conversation that will help students summarize their thinking, discuss the important messages, and share their thoughts and feelings about the text.

Third Grade Example: Text Discussion

While planning to discuss the text, *Planet Watch*, with Colby, Samantha, Jamir, and Elijah, Ms. Roberts re-examined the areas of emphasis that she had identified for this group. She wanted to be ready to facilitate a comprehension conversation that would emphasize the following:

- Use text features to locate information relevant to a given topic efficiently.
- Synthesize new content from texts.
- Analyze an author's purpose in choosing a topic or telling a story.

During the course of the text discussion, Ms. Roberts wanted the group members to be able to articulate what was learned from the text about planets, how the text features were informative, and the author's message(s) and purpose for writing the text. She would listen to hear if they learned more about the unit's enduring understanding that each planet has specific characteristics based on its position in relation to the sun.

With these areas of emphasis in mind, Ms. Roberts consulted *Prompting Guide Part 2 for Comprehension: Thinking, Talking, and Writing* and selected the facilitative language that would support a comprehension conversation where the students would be sharing their thinking and deepening their understanding about the text.

Title: <i>Planet Watch</i>			
Text Discussion	Open the Conversation: <ul style="list-style-type: none">“Let’s think together about <i>Planet Watch</i>. What did you learn from reading this book?”		
	Extend the Conversation: <ul style="list-style-type: none">“Who can say more about that?”“And what do you think?”“Can anyone add to _____ comment/description/idea?”		
	Seek Evidence: <ul style="list-style-type: none">“Why is this part important?”“Can you find a part in the book that shows _____?”“Can you take us to that page?”“What did the writer say that made you think that?”		
Behavior	Teach	Prompt	Reinforce
<i>Infer meaning from a range of graphics that require reader interpretation and are essential to comprehending the text.</i>	You need to think about the graphics in <i>Planet Watch</i> to help you understand this text.	Why did the author choose to include illustrations, charts, photos, captions, and sidebars in <i>Planet Watch</i> ? What did you learn from the graphics in <i>Planet Watch</i> ?	You thought about the graphics and text features in <i>Planet Watch</i> to help you understand it.
<i>Synthesize new content from text and conceptual knowledge gained from the unit of study.</i>	You can think about new information that you gain from reading <i>Planet Watch</i> . You can think about how your understanding changes after reading new information.	What was new information for you? What do you know about the planets after reading <i>Planet Watch</i> ? How is what you learned different from what you understood before reading this book?	You learned new information by reading <i>Planet Watch</i> . Your thinking sounds different now. It sounds like your thinking has changed.

<i>Analyze an author's purpose in choosing a topic or telling a story.</i>	You can think about why the author writes a book to help you understand the text.	<p>What was the author's purpose in writing <i>Planet Watch</i>?</p> <p>Is this a story? Could it be narrative nonfiction?</p> <p>From what perspective was <i>Planet Watch</i> written? How did that affect what was included and what was left out?</p>	You noticed why the author chose to write <i>Planet Watch</i> .
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(Fountas & Pinnell, 2012)

Third Grade Example: Text Discussion of *Planet Watch* scenario

<i>Speaker</i>	<i>Interaction</i>	<i>Analysis of Interaction</i>
Ms. Roberts	Let's think together about <i>Planet Watch</i> . What did you learn from reading this book?	<i>I wanted to start the discussion with an open-ended question that would elicit student responses revealing what they learned from reading this text.</i>
Elijah	I learned that it takes a long time to see different planets in the sky. The observational log started in September and ended in December.	<i>Elijah synthesized the information he learned from the text and was able to think about the passage of time in this text by noticing and thinking about the headers.</i>
Samantha	The boy was able to see all of the planets in the sky. The log at the end of the book shows all of the planets and the dates when he saw them. He didn't get to see Mercury the second time though.	<i>Samantha was able to continue the discussion without prompting. Samantha brought everyone's attention to the chart on page 30, a text feature that provided summary information about the dates each planet was visible.</i>

Ms. Roberts	Hmm, I wonder why he wasn't able to see Mercury the second time. Can you take us to the part in the book where the boy could not see Mercury?	<i>When Samantha mentioned that Mercury was not visible the second time, I thought this would be a place where citing evidence from the text would be important. So I asked her to take us to that part.</i>
Samantha	Yes, it was close to the end of the book. It is on the page where he saw Jupiter (turns pages) again. It is on page 25. It says, "I had no luck finding Mercury today. The light from the rising sun was too bright."	<i>Samantha was able to take us to the exact page in the book and read why Mercury could not be seen.</i>
Ms. Roberts	That is really interesting. Why do you think the author of this book included that Mercury was hard to see?	<i>I thought it would be helpful to build students' background knowledge about the solar system to discuss why Mercury was not able to be seen. So, I prompted them to make an inference about the author's purpose.</i>
Jamir	Well, Mercury is the closest planet to the sun. So, it would make sense that the light from the rising sun might make it hard to see Mercury.	<i>Jamir was thinking about Mercury's proximity to the sun. I think Jamir is using some of the content knowledge he has gained from our unit study to deduce this.</i>
Colby	He also couldn't see Earth. That was a funny part at the end of the book.	<i>Colby built upon the discussion by sharing his thoughts about a humorous part in the text.</i>
Ms. Roberts	Can you say more about that Colby? What was funny about the ending?	<i>I thought it would be important for Colby to share what part she inferred as funny.</i>
Colby	Yes, on page 27, the boy says, "I skipped a planet, but I can't figure out which one! I'm too tired to think about it tonight." Then, on the next page, the first thing he wrote was, "I realized today which planet I skipped – Earth!" Later, on that page, he wrote "I can't believe I forgot Earth is a planet too!" What's funny is that we live on Earth and it is easy to forget that we are living on one of the planets in the solar system!	<i>Colby was able to take us into the text and share what made the boy forget about Earth being a planet, too.</i>

Ms. Roberts	Why do you think Margaret Fetty wrote this book?	<i>I wanted the student to think about the author's purpose for writing this book in order to think about some of the big ideas.</i>
Elijah	I think she wanted us to learn things about the planets just like the boy in this story was doing. There was information about planets in this book, but the author made it sound more like a story. We were able to read about all of the things the boy was learning about the planets. I liked this book. It was interesting to read.	<i>Elijah was able to synthesize the information from the text and analyze the author's purpose. He was also able to critique the text by sharing how he felt about the text and how the way it was written from the boy's perspective made the text interesting to read.</i>
Colby	I thought this was an interesting book too. I like how it was a student's journal. I felt like the boy telling the story could be one of us.	<i>Colby added to Elijah's critique and agreed that the way the text was written, from the boy's perspective, made the text interesting to read.</i>
Jamir	Yeah, all of the photographs, pictures, diagrams, charts, and captions made this book interesting to read.	<i>Jamir brought our attention to the text features.</i>
Ms. Roberts	How did all of those text features that Jamir just mentioned help you as readers?	<i>I thought that this would be a great opportunity for everyone to think more about how the text features provide important information and help us comprehend the text.</i>
Samantha	I learned a lot about the planets from the captions and the 'Check it Out!' boxes. This information helped me learn new things about the planets.	<i>Samantha shared that she learned a lot about the planets but was not specific about what she learned.</i>
Ms. Roberts	Can you share with us something new you learned from reading this book, Samantha?	<i>I wanted Samantha to be more specific about what she learned so I prompted her to extend her thinking.</i>
Samantha	Yes, before reading this book, I thought Mercury was the hottest planet because it is so close to the sun. I learned from reading this book that Venus is the hottest planet because it has clouds around it that trap in all of the heat.	<i>Samantha was able to recall new information that she learned from reading this text.</i>

Ms. Roberts	Can you take us to the part in the book where you learned that Venus is the hottest planet?	<i>I wanted Samantha to take us to this specific section in the book in order to highlight how important information can be learned when you notice and read the information provided through text features.</i>
Samantha	Yes, it is in one of the 'Check it Out!' boxes (turns pages). It is on page 19. I really like when authors include facts in boxes like this.	<i>Samantha was able to take us to a specific part of the text. She was also able to critique the author's use of 'Check it Out!' boxes.</i>
Jamir	I liked the 'Check it Out!' boxes too. There was a lot of information shared about planets in this book.	<i>Jamir was able to critique the text by sharing how he liked one of the text features in this text.</i>
Ms. Roberts	So, what do you think the author's message to all of us may be?	<i>I wanted the students to share their takeaways and the big ideas of this text.</i>
Elijah	I am not really sure, about the message. I know that I learned a lot about the planets from reading this book.	<i>Elijah was a little unclear about the author's message.</i>
Colby	Yes, and the author made the book interesting to read.	<i>Colby was not able to share what she thought the author's message was.</i>
Ms. Roberts	Yes, the author did provide a lot of information about the planets in the boy's observation log. What do you think she wanted all of you to know or think about?	<i>I decided to rephrase the question in order to give the students support with thinking about the bigger messages.</i>
Samantha	I think she wanted us all to think about how much fun it would be to keep our own observational logs.	<i>Samantha was able to share a bigger message of the text.</i>
Jamir	Yes, I agree with Samantha and I also think that she wanted us to know that having someone who is interested in the same things you are, really helps you want to learn more. The grandfather really helped the boy throughout this book.	<i>Jamir built upon Samantha and shared another message of the text.</i>
Ms. Roberts	Thank you for sharing your thoughts about <i>Planet Watch</i> with the group today. Through our discussion, we were able to think about why the author wrote this book, share new learning that occurred, and think about how the text features made the book interesting and informative.	<i>I wanted to summarize all of the sharing and thinking that occurred during the discussion and validate everyone's contribution to the discussion.</i>

Give it a Try: Text Discussion

Students: Kevin, Tiffany, Ethan, Kashmir, Trevor			
Title: <i>Planets</i> by William B. Rice			
Text Discussion			
Behavior	Teach	Prompt	Reinforce

Kindergarten Example: Text Discussion

While planning to discuss the text *Out in the Weather* with Samuel, Alexis, Stephanie, and Travis, Mr. Vaughn re-examined the areas of emphasis that he identified for this group. He wanted to be ready to facilitate a comprehension conversation that would emphasize the following:

- Remember information while reading in order to identify the main topic and retell key details.
- Ask and answer questions after reading a text.

With these areas of emphasis in mind, Mr. Vaughn consulted *Prompting Guide Part 2 for Comprehension: Thinking, Talking, and Writing* and selected the facilitative language that would support a comprehension conversation where the students would be sharing their thinking and deepening their understanding about the text.

Students: Samuel, Alexis, Stephanie, Travis			
Title: <i>Out in the Weather</i>			
Text Discussion	Open the Conversation: "What are you thinking about this book?" Invitation into the Conversation: "What was everyone else thinking?" Extend the Conversation: "Can you say more about that?"		
Behavior	Teach	Prompt	Reinforce
<i>Make connections and predictions based on background knowledge and experiences.</i>	You can use what you know to think about what might happen in this book.	What do you know about _____ that can help you think about this book?	You used what you knew about _____ to think about this book.
<i>Talk about what is learned from reading a text.</i>	After reading a book you can talk about what you learned.	What did you learn from reading this book?	You learned _____ from reading this book.
<i>Talk about how the events, content, and ideas in a text.</i>	After reading a book you can talk about what the book was about.	What was this book about?	You shared what this book was about.
<i>Sharing opinions about a text.</i>	You can share your thoughts about what authors and illustrators include or do not include in books.	What are your thoughts about this book? What do think you about the illustrations in this book?	You shared your thoughts about what the author included (or didn't include) in this book. You shared your thoughts about the illustrations in this book.

(Fountas & Pinnell, 2012)

Give it a Try: Text Discussion

Students: Eric, Madison, Paul, Molly			
Title: <i>Wind</i> by Carol Krueger			
Text Discussion			
Behavior	Teach	Prompt	Reinforce

Teaching Point

The teaching point can be something that the teacher has preplanned, or it can be a teaching point in response to something that occurred while the students were reading. The teaching point of the small group reading lesson should be quick, specific teaching that will not be overwhelming or time consuming. The teaching point should help support students with reading accurately, fluently, or with comprehension.

Third Grade Example: Teaching Point Preplanned Scenario

Ms. Roberts noticed that Colby, Samantha, Jamir, and Elijah were working on decoding multisyllabic words. Prior to meeting with the group, she planned a brief word work activity to support their ability to look at the syllables in a word to read it. She chose the following multisyllabic words as examples:

wonderful	automobile	auditorium	planetarium
underneath	mysterious	invention	actually
interesting	spectacular	telescope	astronomy

Ms. Roberts wrote each word on an index card in preparation for the preplanned word work. After the text discussion, Ms. Roberts quickly passed out three index cards to each student, and she provided magnetic letters to each pair of students. She told the students that they could look at the syllables in a word to read it. The students were then directed to make one word at a time using the magnetic letters. After they made the word, they were asked to separate the word into syllables so that they could look at and say each syllable in the word. They then put the word back together and read the word.

Third Grade Example: Teaching Point “Responsive” Scenario

Ms. Roberts noticed that while the students were reading *Planet Watch*, some of the students were not reading the punctuation; specifically, they were overlooking commas. She had to prompt three out of the four students to take a little breath at the commas.

The students had read a majority of the text accurately. However, Ms. Roberts knew that the students’ understanding of the text might be compromised if they ignored the commas. So, she decided that she would return to the importance of reading commas as a teaching point. She wanted to help the students understand that pausing at commas is essential to conveying meaning, and if they continue to ignore the commas while reading, it will have an impact on comprehension. This teaching point would address both fluency and comprehension.

Speaker	Interaction
Ms. Roberts	Let’s take a minute to turn to page two in <i>Planet Watch</i> . On this page, the author uses commas to help us understand what she is saying. It is important to take a little breath when you see a comma.
	Let’s look at the second paragraph together. Would someone like to read that paragraph for us and pause at the commas?
Samantha	I’ll do it. (Student reads.)

Ms. Roberts	The commas in the first sentence of the paragraph help you to read the description of where the students are. What do you notice about the use of commas in the last sentence in this paragraph?
Jamir	They are separating a list of objects in the sky.
Ms. Roberts	Yes, sometimes when we have three or more items in a list, we use commas to separate the items. Authors use commas in many ways. As readers, they let us know when to take a short breath. Commas can tell us how to read phrases that help us understand the author's meaning. When reading, pay attention to the commas and take a little breath.

Kindergarten Example: Teaching Point Scenario

Mr. Vaughn noticed that while the students were reading *Out in the Weather*, they had partial control over using the first letter to help them read unknown words. The students read most of the text accurately. A few students on page four said, "warm" instead of "cloudy." Mr. Vaughn knew that they used the picture to think about what kind of day it was because it does look like a warm day in the illustration. What the students said made sense and sounded right, but it did not look right.

Speaker:	Interaction:
Mr. Vaughn	I want to show you something you can do as readers. Everyone turn to pages 4-5.
Travis	These are the nice warm day pages. The kids look happy.
Mr. Vaughn	Yes, it does look like a nice, warm day on page five. If the author wrote "It is a warm day," what letter would we see at the beginning of warm? Everyone say warm. What do you hear at the beginning of warm?
Stephanie	/w/
Alexis	We would see a w.
Mr. Vaughn	Yes, we would see a w. Let's read together and see what the author wrote. Don't forget to point under each word.
Travis	That's not a w. That's a c.
Mr. Vaughn	Yes, that is a c. So that word can't be warm. Let's look at the picture again. What else is in the picture that might help us?
Samuel	Are those clouds in the picture? Maybe it is a cloudy day.
Mr. Vaughn	Let's check. Everyone say cloudy. What two sounds do you hear at the beginning of cloudy?
All Students	/kl/, /kl/
Mr. Vaughn	What letters might we see?
Travis	cl? kl?
Mr. Vaughn	Cloudy starts with cl.
Stephanie	I see the letters c and l together.
Mr. Vaughn	Let's read this sentence together. You can look at the first letter of a word and say the sound to help you read the word.

Connected Extension

Small homogeneous reading groups can be extended to connect with daily tasks, literacy stations, and/or the daily journal entries. These connected extensions provide additional opportunities for students to extend their reading and writing proficiencies. Connected extension tasks can be used to support end-of-unit tasks.

Third Grade Example: Connected Extension

Ms. Roberts decided that she would support the end-of-unit task by asking the students to create a chart where they would record two details about each planet using *Planet Watch* as a resource.

<i>Planets</i>	<i>Facts</i>
Mercury	
Venus	
Earth	
Mars	
Jupiter	
Saturn	
Uranus	
Neptune	

Give it a Try:

Students: Kevin, Tiffany, Ethan, Kashmir, Trevor	
Title: <i>Planets</i> by William B. Rice	
Connected Extension(s)	

Kindergarten Example: Connected Extension

Mr. Vaughn decided that he would support the end-of-unit task by asking the students to complete a journal entry about weather. The task called for the students to select one type of weather that they read about in *Out in the Weather* and draw a picture in their journal of what they would wear in this type of weather. Then they were asked to write a sentence describing the weather.

Students: Eric, Madison, Paul, Molly	
Title: <i>Wind</i> by Carol Krueger	
Connected Extension(s)	

Completed Planning Sheet Example

The following is Ms. Roberts' completed planning sheet. This planning sheet captures the planning that Ms. Roberts did prior to meeting with Colby, Samantha, Jamir, and Elijah. She completed the teaching point section after the lesson in order to capture the teaching point that she developed after listening to the students read.

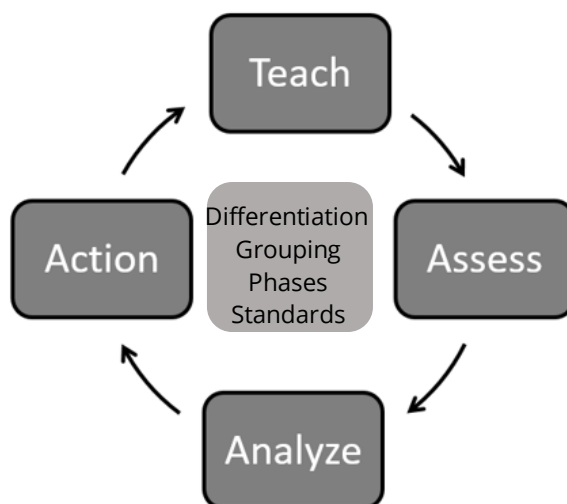
Planning Sheet			
Small Group Homogeneous Reading			
Group Members: Colby, Samantha, Jamir, Elijah			
Phase of Reader Development: Self-extending			
Text: <i>Planet Watch</i> by Margaret Fetty			
Lexile Level: 600/700			
Text Introduction:	“Today you are going to be reading a book called <i>Planet Watch</i> . Take a quick look through the book and tell me what you think this text is about.”		
	(Connect to students’ interests, knowledge, and/or experience.)		
	“This is a narrative nonfiction text written from the perspective of a student who is keeping an observational log about what he is learning about the solar system by observing the sky. What do you think he might record in his observation log?”		
	(Bring students’ attention to the headers.) “Turn to page two. Notice how the header at the top of the page is the date, Sept. 2. In this book, each entry that the boy makes in his observation log will start with a new date. You will want to notice these dates as you read in order to think about how much time passes in this book.”		
	(Introduce the vocabulary words planetarium. Bring students’ attention to the glossary.)		
Facilitative Language to Support Oral Reading Behaviors			
Behavior	Teach	Prompt	Reinforce
<i>Decode multisyllabic words by taking them apart using syllables.</i>	You can say it slowly and think about the parts you know.	Read it slowly and look at the first part, middle part, and last part.	You said it slowly and used the parts that you knew.
<i>Use context to confirm or self-correct word recognition and understanding of words.</i>	You can try it again and think what would make sense and sound right.	You are nearly right: Try again, thinking about what would make sense and sound right.	You noticed that it didn’t make sense or sound right and you fixed it.

<i>Read with fluency to support comprehension.</i>	<p>Listen to me read this. Notice what I do when I come to punctuation.</p> <p>Listen to how I read the punctuation in this sentence/paragraph.</p>	<p>Notice the punctuation as you read that sentence.</p> <p>Read the punctuation.</p>	You read the punctuation in that sentence.
Text Discussion			
Text Discussion	<p>Open the Conversation:</p> <ul style="list-style-type: none"> • “Let’s think together about <i>Planet Watch</i>. What did you learn from reading this book?” <p>Extend the Conversation:</p> <ul style="list-style-type: none"> • “Who can say more about that?” • “And what do you think?” • “Can anyone add to _____ comment/description/idea?” <p>Seek Evidence:</p> <ul style="list-style-type: none"> • “Why is this part important?” • “Can you find a part in the book that shows _____?” • “Can you take us to that page?” • “What did the writer say that made you think that?” 		
Behavior	Teach	Prompt	Reinforce
<i>Infer meaning from a range of graphics that require reader interpretation and are essential to comprehending the text.</i>	You need to think about the graphics in this book to help you understand this text.	<p>Why did the author choose to include illustrations, charts, photos, captions, and sidebars in this text?</p> <p>What did you learn from the graphics in this book?</p>	You thought about the graphics and text features in this text to help you understand it.

<i>Synthesize new content from text and conceptual knowledge gained from the unit of study.</i>	<p>You can think about new information that you gain from reading a text.</p> <p>You can think about how your understanding changes after reading new information.</p>	<p>What was new information for you?</p> <p>What do you know about this topic after reading the text?</p> <p>How is what you learned different from what you understood before?</p>	<p>You learned new information by reading this text.</p> <p>Your thinking sounds different now.</p> <p>It sounds like your thinking has changed.</p>
<i>Analyze an author's purpose in choosing a topic or telling a story.</i>	<p>You can think about why the author writes a book to help you understand the text.</p>	<p>What was the author's purpose in writing this text?</p> <p>Is this a story? Could it be narrative nonfiction?</p> <p>From what perspective was the text written? How did that affect what was included and what was left out?</p>	<p>You noticed why the author chose to write this text.</p>
Teaching Point			
<p>I chose to make fluency my teaching point today. I noticed when the students were reading that they were ignoring the commas. I wanted to model and discuss the use of commas. I specifically wanted to highlight how commas help with reading phrases and support comprehension.</p>			
Connected Extension			
<p>In preparation for the end-of-unit task, the students are going to create an information chart with facts about each planet. This chart will be glued into their readers' notebooks and can be used for information gathering from other texts.</p>			

After Instruction: Assess and Analyze Readers

The responsive cycle of assessment illustrated below continues after each small group reading lesson. Evidence gathered during and after the small group reading lesson is analyzed in order to plan for the next small group interaction. Continuous data collection and analysis enables teachers to plan for and execute small group reading lessons that are responsive to each student's strengths and needs.



The chart on the following page helps teachers think about the kind of information they may want to capture as formative assessment during and after small group reading. During the lesson, observational notes and checklists can be used to monitor learning. After the lesson, student products and oral reading records can be collected and analyzed to inform future instruction.

Small Group Reading Evidence That Informs Instruction	
Analysis of observational notes and observation checklists	<p>During the text introduction:</p> <ul style="list-style-type: none"> • What did the students notice? • What did the students share? • What questions did the students have? <p>While students were reading:</p> <ul style="list-style-type: none"> • What did the reading sound like? • What did the students do at points of error? • What reading behaviors were the students demonstrating? <p>During the text discussion:</p> <ul style="list-style-type: none"> • What did students share? • What questions did they ask? • What was confusing? • What evidence did the students use to support thinking?
Analysis of oral reading	<p>Reading Fluency</p> <ul style="list-style-type: none"> • Listen to a student reading, and record the use of the following: phrasing, pausing, appropriate pace, intonation (expression), stress on words or phrases, and how the reader uses punctuation. <p>Analysis of Oral Reading Behaviors</p> <ul style="list-style-type: none"> • Listen to a student read all or a portion (150 words) of the small group reading text. Notice the student's accurate oral reading, substitutions or errors, self-corrections, rereads, omissions, and insertions. Make note of what the reader does at difficulty – appeals, waits, tries something, articulates first sound of word, uses pictures, makes meaningful attempts, etc.
Analysis of student products	<ul style="list-style-type: none"> • Daily Tasks • Work Stations • Daily Journal

Kindergarten Example: After Instruction

Mr. Vaughn gathered evidence about the readers by listening to them read *Out in the Weather* and by taking a Running Record. Running Records indicated this was an instructional-level text and that the students were using meaning and structure but not using visual information. Based on this information, Mr. Vaughn decided to select another emergent reader text.

Mr. Vaughn also collected and analyzed the students' readers' notebooks to assess students' abilities to write and draw about a weather day in preparation for the end-of-unit task. He noticed that students' drawings lacked detail about what someone might be wearing or doing in different types of weather. He created a station where students would match appropriate clothing to different types of weather, then write or draw about the matches they made.

Third Grade Example: After Instruction

Ms. Roberts gathered evidence about the students' reading fluency by listening to them read pages 16 and 17 of *Planets*. She noticed that students needed further support with pausing at commas. She selected another self-extending phase book where the author used commas in order to support students' fluency growth.

She also collected and analyzed students' readers' notebook entries in order to assess the students' abilities to gather information about planets in preparation for the end-of-unit task. The students were able to demonstrate the ability to locate and record important information about the different planets. She decided to turn her attention to the use of vocabulary words and selected a new self-extending text, focusing on climate patterns, distance, atmosphere, and surface of planets.

Closing Thought



Proficient reading is all about making meaning from texts. Proficient readers . . .

- accurately, fluently, and independently read a wide range of content-rich, age-appropriate, and complex texts;
- construct interpretations and arguments through speaking and listening;
- strategically employ comprehension strategies to analyze key ideas and information;
- develop vocabulary; and
- build knowledge of the world.

(Tennessee Department of Education, *Teaching Literacy in Tennessee*, p. 2)

Module 6: Planning for Teaching Small Heterogeneous Reading Groups

Objectives

- Define the value and purpose of heterogeneous small group reading
- Examine the structures of heterogeneous small group reading
- Investigate how to plan for heterogeneous small group reading
- Consider when and why to use heterogeneous groupings

Link to Tennessee English Language Arts Standards

- In small group reading, the teacher focuses on the explicit teaching of reading behaviors in the service of comprehension, while incorporating additional **Reading, Writing, and Speaking and Listening** standards, through questioning, discussion, and tasks.

TEAM Connection

- Standards and Objectives
- Motivating Students
- Presenting Instructional Content
- Activities and Materials
- Teacher Content Knowledge
- Teacher Knowledge of Students

Small Heterogeneous Reading Groups

Small heterogeneous reading groups provide opportunities for inquiry-based and needs-based groupings. The primary distinction between homogeneous and heterogeneous groupings is that the makeup of the group is not determined by students' developmental reading phases. These groupings provide teachers with instructional options to differentiate reading instruction based on student interests and needs. Inquiry-based groups bring students together in order to investigate, research, and discuss topics of interests. Needs-based groups bring students together with intentionality and differentiation in Tier I to provide appropriate support to advance children's learning around specific skills-based and knowledge-based competencies.

Deciding When and Why to Use Heterogeneous Grouping

Heterogeneous small group instruction provides teachers with options for differentiating instruction. Teachers make decisions on the type of groups to form and the frequency to meet based on students' strengths and needs with skills-based and knowledge-based competencies. Guidance is provided below to help teachers decide when and how often to use the specific instructional strategies.

Determining When and Why to Use Heterogeneous Groups		
	Inquiry-based Groups	Needs-based Groups
Why use:	To support students in conducting shared research and writing about a question of interest related to the unit of study	To support students across the phases of reader development with learning and practicing a specific strategy that they can apply to their reading Focus of instruction may be a skills-based and knowledge-based competency need
When to use:	Recommendation is for all students to periodically participate in an inquiry group	As needed: It is recommended that teachers regularly reflect on the status of the class using observational notes and other data to look for patterns and trends in learning. The teacher determines which students may benefit from additional short, focused instruction on a concept or skill introduced during interactive read aloud, shared reading, and/or homogeneous small group instruction.

Discuss

What types of small group heterogeneous teaching are you currently observing in your schools or districts?

What benefits do you see for teachers using small group heterogeneous differentiation to meet the needs of their learners?

Inquiry-based Groups

What are inquiry groups?

Inquiry groups are formed in one of two ways. Either the teacher selects a focus question for the inquiry group based on student strengths and needs, or she forms groups based on student interest in a topic or inquiry question that they have generated. When meeting with inquiry groups, the teacher or the students choose an area of focus to research and discuss. The inquiry groups may focus on content units of study or another area of interest. Inquiry groups can be an effective way for teachers to address Tennessee Writing Standard Seven, which states that students will “conduct short as well as more sustained research projects based on focus questions, demonstrating new understandings of the subject under investigation.”

Kindergarten	K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.
First Grade	1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of “how to” books on a given topic and using them to write a sequence of instructions.
Second Grade	2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.
Third Grade	3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic.

During inquiry groups, students read about areas of focus and discuss new understandings of the subject under investigation. Inquiry groups can also be used to support end-of-unit tasks by providing students with opportunities to read, write, and discuss content area topics (see Appendix). The teacher or the students select texts to read that correspond with the topic under investigation, a question that has been posed, or an area interest.

Why are inquiry groups an effective instructional strategy?

Small heterogeneous inquiry groups provide opportunities for students to read and discuss texts based on their interests. Inquiry groups foster curiosity and excitement about topics of interest. During small inquiry groups, students are actively engaged in discussions where they expand their interactive speaking and listening abilities by sharing their thoughts, wonderings, and ideas. The benefits of thinking with peers is a powerful tool and fosters lifelong learning skills.

Children’s learning is enriched when they work with others to solve a problem or investigate an interest. Exposure to others’ ideas and perspectives helps to broaden individual understandings, and as children work together on a joint project they develop strong relationships with each other. The inquiry process also provides a context for educators to engage in sustained, shared conversations with children. Through such conversations,

educators are able to enrich and guide children's thinking and learning, and children gain new understandings of themselves, the learning process and the topic at hand (Touhill, 2012, pg. 4).

After researching and discussing areas of interest, students' thinking, reading, and writing can be extended through daily journals, other stations, and daily tasks.

Structure of Heterogeneous Inquiry Groups

Groups are structured to capitalize on students' questions and efficiently facilitate shared inquiry and small group research. A process for inquiry cultivates students' interests.

1. Topic is identified.
2. Research question is determined.
3. Texts are provided.
4. Students read text independently or with support.
5. Students mark pages with post-it notes that answer the research question.
6. Students bring texts to the small group and share what they found.

Structure of Inquiry Groups		
	Option 1	Option 2
Before	<ul style="list-style-type: none"> Teacher forms a group of students based on student interests, unit of study, topics, and/or questions that students have asked across the elements of the literacy block. Teacher selects a text(s) or provides a variety of texts for students to choose from. Students read text(s) independently or are supported with reading the text or portions thereof. Teacher selects a focus question based on students' questions, interests, conceptions or misconceptions. 	<ul style="list-style-type: none"> Teacher provides opportunities for students to share their interests and questions (i.e., K-W-L Charts and Wonder Stations) across the elements of the literacy block. Teacher, with students' input, organizes a menu of choice groups based on students' interests, content areas of study, topics, and/or questions generated. Students sign up for a choice group. Students select a text or texts. Students read the text independently or are supported with reading the text or portions thereof.
During	<ul style="list-style-type: none"> Teacher facilitates a discussion about the text(s). Students share their thinking and provide evidence from the selected text(s). Students build on the responses of others in the group. The teacher may support students' development on how to research and write about the subject under investigation through shared or interactive writing. The teacher provides connected extensions through daily tasks, other stations, and/or daily journals. 	<ul style="list-style-type: none"> Teacher facilitates a discussion about the text(s). Students share their thinking and provide evidence from the selected text(s). Students build on responses of others in the group. The teacher may support students' development on how to research and write about the topic under investigation through shared or interactive writing. Teacher provides connected extensions through daily tasks, other stations, and/or daily journals.
After	<ul style="list-style-type: none"> Teacher analyzes observational notes and checklists in order to inform instructional next steps. Teacher reviews and analyzes student products in order to inform next instructional steps. 	<ul style="list-style-type: none"> Teacher analyzes observational notes and checklists in order to inform instructional next steps. Teacher reviews and analyzes student products in order to inform next instructional steps.

Share

What questions do you have about the definition, rationales behind, and/or structure of inquiry groups?

Inquiry Group: Option 1 Vignette

The students in a third grade class are in the middle of a unit about space. Their teacher, Ms. Roberts, began the unit of study with a K-W-L Pre-Assessment (A.C.C.E.S.S., n.d., page 19). She asked each of the students to create a K-W-L chart in their science journals and asked the students to record what they knew or thought they knew about space as well as what they wanted to learn about space. She had the students complete individual K-W-L charts instead of creating a group chart because she wanted to gather pre-assessment information about each student's current understandings about space.

After analyzing the students' interests about what they wanted to know about space from the individual K-W-L charts, Ms. Roberts formed a few heterogeneous inquiry groups in which students would work together to research questions they had about space. She determined who would work together based on the students' questions about what they wanted to know about space along with the supports students would need with completing the end-of-unit tasks.

Ms. Roberts formed one group that wanted to know why people could not live on other planets. She knew that this question would provide the group of students with an opportunity to read, write, and think together. This question would also expand the students' abilities to research a question that would help them successfully complete the end-of-unit task.

Ms. Roberts provided the students with different texts about planets for them to read independently. Some texts were made available through audio devices so that all students in the group could access the texts. Ms. Roberts made this decision for this particular group of students because she wanted to provide access to complex texts for all the children who could benefit from this discussion, regardless of their current phase of reading development. The audio books also provided a strong model of fluency for the readers.

The teacher asked the students to use post-it notes while they were reading to mark pages that provided information about why people could not live on other planets in preparation for the inquiry group discussion.

Then, Ms. Roberts met with this inquiry-based group and facilitated a conversation about the texts that they read about the different planets.

<i>Speaker</i>	<i>Interactions</i>
Ms. Roberts	All of you have been investigating why people cannot live on other planets.
Kashmir	Yes, I found some interesting information about that in this book I was reading about Jupiter.
Ms. Roberts	Please share with the group what information you found.
Kashmir	In this book, <i>Jupiter</i> , by Adele Richardson, I found out that people cannot live on Jupiter because Jupiter is made of ice and gases. People could not breathe the air there and Jupiter does not have a surface to walk on.
Trevor	This book, <i>Venus</i> , by the same author, is kind of the same.
Ms. Roberts	Can you say more about how it is the same?

<i>Speaker</i>	<i>Interactions</i>
Trevor	Yes, let me go to that page. On this page the author is comparing Venus to Earth. This page says that people could not live on Venus because they could not breathe the air. That part is the same as Jupiter. This book also says that the air pressure on Venus would crush people.
Ms. Roberts	Can anyone add to this conversation about the planets?
Samantha	I read the book, <i>Mars</i> , by Conrad Storad. This author talks about the air on Mars. I found out that the air on Mars is mostly made up of carbon dioxide gas. This is not good for humans, because we need oxygen to breathe. The author shared that the air on Earth is 21 percent oxygen, and the air on Mars is only one percent oxygen.
Ms. Roberts	So, we have found out so far that people could not breathe on Venus, Jupiter, and Mars, and there is no surface on Jupiter to walk on. Does this information make you think about anything else you read about?
Jamir	Yeah, Uranus is kind of like Jupiter because it is a gas planet and it does not have a solid surface either. In the book I was reading about Uranus by Gregory L. Vogt, I found out that Uranus is so far away from the sun that it does not get a lot of light or heat. This book says (turns to the specific page) that “the temperature in the upper atmosphere is about minus 350 degrees Fahrenheit.” This planet is way too cold for people to live there.
Kevin	Mercury is kind of the opposite of Uranus. I was reading this book, <i>Planets</i> , by William B. Rice, and it says here (turns to the page) that “Mercury is close to the sun. It gets so hot there that the heat could melt metal!” There is no way people could live there! Uranus is too cold for people and Mercury is too hot for people.
Ms. Roberts	All of you have found some really interesting information about why people cannot live on other planets. I wonder how we could write about this information together as a group.
Kashmir	We could make a chart listing information about the planets.
Trevor	Or maybe we could make a diagram showing where the planets are in the solar system and a fact or two about why people can’t live there.
Kevin	Yeah, I think we need some kind of picture. Just listing facts is boring. All of the books I read about the planets had pictures.
Ms. Roberts	Okay, when authors have a lot of information to share, they do sometimes use charts, diagrams, and pictures. Let’s think for a moment about what are some reasons people cannot live on other planets.
Jamir	No air to breathe is one reason and the temperature being too hot or too cold.
Samantha	No ground to walk on is another reason.
Ms. Roberts	Let’s see what a chart may look like with those reasons at the top, and then maybe we can fill in some of the key details you found while investigating why people cannot live on other planets.

Through shared writing, Ms. Roberts and the students created the following chart:

	Air	Temperature	Surface
Mercury		So hot that metal melts	
Venus	Gases people cannot breathe Air pressure would crush people		
Mars	Mostly carbon dioxide		
Jupiter			No surface to walk on
Uranus		Too cold -350 degrees Fahrenheit	No surface to walk on

Ms. Roberts made photocopies of the chart that the group created and gave each member a copy of the chart to glue into their readers' notebooks so that they could use the chart to continue to gather information about why people cannot live on other planets.

Discuss

How can discussions such as the one that Ms. Roberts facilitated prepare students for successfully completing end-of-unit tasks?

Gathering and Generating Questions for Inquiry Groups

Providing opportunities for choice in the classroom is a powerful motivator for students that leads to deeper levels of engagement. Students often perceive classroom activities in which they are given choice as more important than others.

Research has shown that providing choices to students of all age levels often increases their intrinsic motivation. Choice in the classroom has also been linked to increases in student effort, task performance, and subsequent learning. However, to reap these benefits, a teacher should create choices that are robust enough for students to feel that their decision has an impact on their learning (Marzano, 2018).

There are a number of ways that teachers can gather student-generated questions that can be used as a focus for inquiry groups. Some suggestions for gathering questions include:

1. **Interactive Read Aloud and Shared Reading** – Questions often naturally arise during whole group instruction. Teachers will want to keep track of questions that students ask during the reading and discussion of texts.
2. **K-W-L Charts** – K-W-L charts can be used as an individual pre-assessment tool or may be used with a whole class to record: what the students know or think they know; what they want to learn, and what they learn during the unit of study. The chart is used dynamically across the course of a unit of study. Teachers might introduce a unit of study using the K-W-L chart to activate interest and enthusiasm for the new focus of learning. Then the charts can be revisited to add new questions that arise and to record learning that has occurred. The K-W-L chart is an easy and useful place to record student questions that arise across the day, including during interactive read alouds and shared reading. Questions recorded on the K-W-L chart can then be used as a focus for student-choice inquiry groups.
3. **Wonder Station** – To foster curiosity and provide an additional place for students to share their questions, a wonder station can be created for use during independent work time. The teacher provides a chart, sticky notes, and markers for children to record their questions about the unit of study. The station can be introduced as part of the students' rotation through independent work or children can be allowed to record and post their questions as they think of them. At the end of a week, the questions are reviewed by the teacher, often along with the students, and a few questions are selected to focus topic questions for small student-choice inquiry groups (Heard and McDonough, 2009).

Brainstorm

What other ways might teachers gather student questions of interest?

Inquiry Group: Option 2 Vignette

A kindergarten classroom is in the middle of a unit about weather. During whole group discussions about weather during interactive read aloud and shared reading experiences, the students were asking questions about what people and animals do during different seasons. Over the course of the unit, Mr. Vaughn also set up a wonder station that was included in the children's weekly rotation of independent work. He did this to provide children with an opportunity to express their ideas and encourage their growing curiosity about the unit of study. Mr. Vaughn used large chart paper to create a chart that was titled, "What Do You Wonder About Seasons?" and provided large yellow sticky notes and markers for children to record their questions through a combination of writing and drawing.

The children were excited to share all of their questions and eagerly discussed and recorded them when they worked in the wonder station. Below is a sampling of the questions that children recorded over one week of visiting the wonder station.

What do you wonder about seasons?
<ul style="list-style-type: none">• Why do some animals sleep in the winter?• How do animals get food in winter?• Do plants die in winter? Why do they grow again in the spring?• How do animals get food in the winter?• Why is it so hot in summer?• Why does my dog shed its fur in spring and fall?• Why don't we go to school in the summer?• What happens to leaves in fall?• Why do leaves change color?• How do animals change the things they do depending on the season?• Why does it rain all year?• Why do the seasons repeat over and over again?

Mr. Vaughn reviewed the children's questions recorded in the wonder station and was excited to see how much thinking they were doing around the enduring understanding of weather conditions recurring throughout the day and year. He also noticed that they were wondering about how specific seasons impact people, plants, and animals.

Based on these questions, Mr. Vaughn decided to provide some choice in digging into the question, "How do animals change the things they do depending on the season?" He knew that some shared research of this topic would support the students in creating the end-of-unit task of making a class book explaining how weather patterns affect people, animals, and plants. Since this was such a big question, Mr. Vaughn asked the children if they would like to work in small groups to learn more about the impact of each season on plants, animals, and people? The children were very excited by this idea and wanted to sign up for different groups.

Through a shared writing experience, Mr. Vaughn and the students created the following chart:

How do animals, plants, and people change the things they do in the different seasons?	
Spring	Summer
Fall/Autumn	Winter

After creating the chart, the students recorded their names in the box that matched the season that they wanted to know more about. Based on the student responses, Mr. Vaughn helped the students create small groups that would work together to research the season they chose. Mr. Vaughn created book baskets that contained books about people, animals, and plants for each season. In addition to the book baskets, Mr. Vaughn created other stations that provided students with opportunities to listen to audio recordings of books about different seasons and access to websites about plant growth and animal behaviors during different seasons.

One small group of students researched fall/autumn. The teacher met with this inquiry-based group and facilitated a conversation about the texts that they had read and listened to at the listening station about fall/autumn.

Speaker	Interaction
Mr. Vaughn	All of you have been really interested in learning more about what people, plants, and animals do during the fall/autumn season. I bet you are excited to share out what you've learned.
Samuel	Fall is so cool.
Mr. Vaughn	What makes you think that, Samuel?
Samuel	The trees change all kinds of different colors.
Mr. Vaughn	So why don't you share your thinking about what happens to plants in the fall? Did any of the books that you have been reading talk about leaves changing colors?
Travis	This one did (<i>holds up book</i>)!
Mr. Vaughn	Tell us more, Travis.
Travis	This whole book is about fall colors. Look at these pages (<i>turns to a two-page spread of autumn trees</i>)! Look at all these different colors! They are red, orange, brown, yellow, and green.
Kimberly	I read a book about fall leaves too. On each page in this book, there are different colored leaves, except the last page.
Mr. Vaughn	What happens on the last page? Can you show us?
Kimberly	(<i>Turns to last page</i>) On this page, the tree has no leaves.

Mr. Vaughn	Hmmm, why do you think the author made the choice to have a tree with no leaves?
Justice	That means it is winter, because there are no more leaves on the trees in the winter time.
Mr. Vaughn	Sometimes when authors write books about the seasons, they end the book with a little bit of information about the next season.
Paul	The book at the listening center did that.
Mr. Vaughn	Tell us more about that, Paul.
Paul	<i>(Goes and gets the book from the listening center and turns to the last page)</i> This whole book was about animals in fall until the end. The last page is about the animals being ready for winter.
Mr. Vaughn	I wonder why authors do that.
Justice	They want us to know what happens next.
Mr. Vaughn	Yes, they are helping us think about how the seasons repeat over and over again in a pattern. Remember when I read Anne Rockwell's book, <i>Four Seasons Make a Year</i> ? Do you recall what she taught us about why the leaves begin to fall?
Samuel	Yeah, the days are getting shorter and it starts to get colder in fall.
Kimberly	The book also said that why we call it fall is because of the leaves falling!
Mr. Vaughn	These are important things that you have learned about what happens in fall to plants and why it happens. Let's make a chart to help us remember this information. Readers write down what they have learned to help them remember. <i>(Mr. Vaughn uses shared writing to quickly record the students' thinking.)</i>
Mr. Vaughn	How about animals in autumn or fall? All of you listened to the book <i>Animals in Fall</i> by Martha E.H. Rustad at the listening station. What did you find out about animals in the fall from that book?
Travis	The animals were all doing things to get ready for winter.
Kimberly	They were getting food.
Samuel	Some animals were going to warmer places.
Mr. Vaughn	Which animals go to warmer places?
Samuel	<i>(Borrows Animals in Fall from Paul and turns to different pages showing the different animals)</i> Geese and butterflies.
Mr. Vaughn	So, you learned that some animals go to warmer places. Do you know this is called migration? Let's add that information to our chart in the column about how animals change. <i>(He uses the children's language to record information about animals.)</i> Is there anything else you learned about animals in fall?
Justice	Animals that stay where it's cold grow thicker fur. Deer do that just like my dog. He's always shedding in the fall and my Mom says it's so he can grow his winter fur coat. She's funny sometimes.
Paul	I learned what Justice did too and want to add that animals like squirrels and bears also gather food like nuts and stuff to get ready for winter. I wonder how they know to do that.
Mr. Vaughn	That's a good question, Paul. Maybe we can do some more research later on to answer that. When we are done, why don't you add that to our wonder

	<p>chart? For now, let's write down these facts we learned about animals in fall (<i>Records the children's thinking on the chart</i>).</p> <p>All of you have been learning a lot of things about what trees and animals do during the season of fall. If you were going to draw a picture that would show trees and animals in the fall, what would you include?</p>
Samuel	Definitely trees with different color leaves – lots of colors!
Kimberly	I would draw some red, yellow, and orange leaves on trees and maybe some animals too.
Travis	Like squirrels getting nuts and geese flying away
Justice	I might put some butterflies in my picture flying away too!
Paul	I play football in the fall. I would draw me playing football.
Travis	I like jumping in piles of leaves!
Mr. Vaughn	<p>Yes, it sounds like all of you could draw a picture about fall and include details about what people, animals, and trees do during the season of fall. Today, when you go back to your desks, take out your readers' notebooks, turn to a new page, and draw a picture that shows what people and animals do and what trees look like during the season of fall. Then, you can label your picture and write about it too.</p>

Discuss

How will inquiry groups increase student engagement and enthusiasm for learning more about the essential concepts and enduring understandings of a unit of study?

Planning for Inquiry-Based Groups

The following information should be considered when planning for both teacher choice and student-choice inquiry-based groups.

1. Select a grade level of focus.
2. Review Writing Standard number seven for the selected grade level.
Consider:
 - a. What do students need to understand in order to demonstrate this standard?
 - b. What do students need to be able to do in order to demonstrate this standard?
3. Review the end-of-unit task for the selected grade level:
 - a. What do students need to be able to do in order to accomplish the end-of-unit task?
 - b. How can inquiry-based heterogeneous groups support students with the end-of-unit task?
4. Select a framing question for small group inquiry work.
5. Determine group members (teacher choice or student-informed choice).
6. Determine material and resources needed to support Writing Standard number seven and the end-of-unit task.
7. Identify a form of writing to organize and record the shared research (notes, list, type of graphic organizer) through shared or interactive writing.
8. Create connected extension that students complete independently.

Example Lesson Plan for Mr. Vaughn's Kindergarten Student-Choice Inquiry Group

Plan for Heterogeneous Inquiry Groups:	
Grade Level:	Kindergarten
Standard(s) Addressed:	<p>K.W.RBPK.7 – Participate in shared research and writing projects</p> <p>K.RI.KID.3 – With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text</p> <p>K.SL.CC.1 – Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics</p> <p>K.SL.PKI.6 – With guidance and support, express thoughts, feelings and ideas through speaking</p>
Essential Questions	How can patterns in the weather be used to make predictions? How do living things respond to changes in weather patterns that occur over time?
End of Unit Task:	<p>Using details from the texts read, students will tell what the weather is like in a season, explaining how weather patterns affect people, animals, and plants.</p> <p>Each student's writing will be compiled into a class book on weather in the seasons.</p>
Framing Question for Small Group Inquiry:	How do animals, plants, and people change the things they do in the fall?
Group Members:	Samuel, Travis, Kim, Justice, Paul
Materials and Text Resources:	<p>Chart paper, markers</p> <p><i>Four Seasons Make a Year</i></p> <p><i>Animals in the Fall</i></p> <p><i>People in the Fall</i></p> <p><i>Leaves in Fall</i></p> <p><i>Autumn Leaves</i></p> <p><i>Seasons of the Year</i></p>

Plan for Heterogeneous Inquiry Groups:	
Shared or Interactive Writing Experience:	Students will participate in shared writing to create a three-column graphic organizer including information learned about animal, people, and plant activities in the fall.
Connected Extension (to be completed independently):	Students will draw and write about what happens to animals, plants, and people in the fall, focusing on the changes that occur as a result of the seasonal changes.

Give it a Try: Planning for Heterogeneous Inquiry Groups

Planning Form for Heterogeneous Inquiry Groups	
Grade Level:	
Standard(s) Addressed:	
Essential Questions:	
End-of-Unit Task:	
Framing Question for Small Group Inquiry:	
Group Members:	
Materials and Text Resources:	

Shared or Interactive Writing Experience:	
Connected Extension (to be completed independently):	

Reflect

<p>What supports will teachers need to implement heterogeneous inquiry groups in their classrooms?</p>
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Needs-based Groups

What are needs-based groups?

Needs-based groups are determined by the teacher and have a specific area of focus. Students work together with the teacher in needs-based groups to work on a specific skills-based and knowledge-based competency. Needs-based groups may be a combination of students who are reading at different phases of reader development but need support with a specific reading behavior. The teacher may select a text for everyone to read, or students may bring different texts to the small group to use during the lesson. Typically, needs-based groups are short term (as brief as one meeting) and are focused on providing support with a specific skills-based or knowledge-based competency. They are highly focused and fast-paced (5–10 minutes) with the main goal of students learning and practicing a specific strategy that can soon be added to their network of strategies.

Why are needs-based groups an effective instructional strategy?

Needs-based groupings provide opportunities for teachers to support students with a specific instructional need. Students, who may or may not be at different phases of reader development, come together to receive support with an area of need that a teacher has determined through assessing and analyzing student reading behaviors. Needs-based groupings are a quick and efficient way to support students with specific reading behaviors.

What is the structure of needs-based group work?

Structure of Needs-based Groups	
Before Instruction	<ul style="list-style-type: none">• Teacher assesses and analyzes students' growth in relation to Tennessee Language Arts Standards and determines who needs differentiation and support with specific skills-based and knowledge-based competencies.• Teacher forms a group of students based on an area of skills-based and knowledge-based need.• Teacher selects a book or books for the students to bring to the small group that will foster growth with the area of focus.
During Instruction	<ul style="list-style-type: none">• Teacher models, prompts for, or reinforces the skills-based and knowledge-based need.• With teacher guidance, students discuss, read, and apply the strategy in text.• Connected extensions are provided through daily tasks, literacy stations and other stations, and/or daily journals.
After Instruction	<ul style="list-style-type: none">• Teacher analyzes observational notes and checklists to inform instructional next steps.• Teacher reviews and analyzes student products for evidence of learning.• Teacher analyzes the students' abilities to apply the skills-based and knowledge-based competency while reading.

Needs-based Group: Text Features Vignette

Ms. Roberts, a third grade teacher noticed, after analyzing her observational notes, that some students were not taking the time to read and utilize text features. She also recorded that it was impacting their ability to efficiently locate information relevant to the focus of the texts on astronomy they were reading. Specifically, they needed support with using captions when they were reading nonfiction texts. She knew that in order to read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently (Reading Standard 10), the students needed support with using text features to locate information relevant to a given topic efficiently (Reading Standard 5).

Ms. Roberts formed a needs-based heterogeneous small group of students that needed support understanding the value of reading and using text features when reading nonfiction texts. She asked the students to bring a nonfiction text that they had read about space to the group meeting.

<i>Speaker</i>	<i>Interaction</i>
Ms. Roberts	<p>Authors of nonfiction books use graphic features to help readers understand concepts that they are writing about. Graphic features extend the meaning of texts. For example, it is important to take time to read the captions under pictures and illustrations when you are reading nonfiction texts, because the captions explain the pictures. In this book called <i>Mars</i>, you'll notice that this caption on page eight says, "Red dust and soil cover the surface of Mars." That caption describes how Mars looks. The caption helps me understand the information shown in the picture.</p> <p>Can everyone look for a caption in the book that you brought with you today? Sometimes a caption is under a picture or next to a picture. Sometimes a caption may even be on the page opposite of the picture. Captions are usually in boxes, but not always.</p>
Tiffany	I found one!
Ms. Roberts	Tiffany, tell us where the caption is in relation to the picture and what information it provides.
Tiffany	This caption is to the left of the picture of the solar system and it tells you what the word orbit means. (Text: <i>The planets orbit the sun. To orbit means to move around something.</i>)
Ms. Roberts	So that caption provides a definition. Who else found a caption in their book?
Colby	I found one at the top of this diagram of the solar system. This caption tells you what is shown in the diagram. (Text: <i>This diagram shows planets and objects in our solar system. The asteroid belt and Kuiper belt are groups of rocky and icy objects.</i>)
Ethan	The book I have doesn't have captions, but it does have boxes with fun facts.
Ms. Roberts	Yes, those fun fact boxes are another text feature that some nonfiction writers choose to use. If your book has fun fact boxes you should read those too. What information did the author provide in the fun fact boxes?

<i>Speaker</i>	<i>Interaction</i>
Ethan	Well, there are a lot of facts about Venus.
Ms. Roberts	Can you give us an example, Ethan?
Ethan	Sure, (turns to a specific page) this fun fact says that “Venus is often called ‘Earth’s Twin’. The planets are almost the same size.” On the page next to this fun fact, there is a picture that shows Earth and Venus next to each other. Earth looks a little bigger than Venus in this picture though.
Ms. Roberts	So, that fun fact gave us some information to help us think about the picture on the next page.
Elijah	The captions in this book are on the page to the right of the pictures and they are not in a box. There is a line at the bottom of the page and the caption is under the line. Some of the captions in this book tell you how the space pictures were taken.
Ms. Roberts	Tell us more about that, Elijah.
Elijah	Well, let me read an example (turns to a specific page). This caption says, “The Voyager 2 space probe took these pictures of Uranus’s five largest moons.” The picture of the moons is over here on the left.
Ms. Roberts	As readers of nonfiction texts, how can reading the captions and fun fact information help you understand the information?
Colby	The captions usually give us information that helps us understand the pictures and diagrams in the book. They help me know what’s in the pictures.
Ethan	They can also give you more information about something. We should probably read all the captions and fun facts in nonfiction books.
Ms. Roberts	Why do you think you should read all the captions and fun facts in nonfiction texts?
Ethan	If you don’t, you will be missing important information that the author wants you to know.
Tiffany	Sometimes I just skip over the captions. I don’t think I am going to do that anymore. I liked finding out more about the pictures and diagrams in these books today.
Ms. Roberts	As you continue to read nonfiction books, take time to read the captions and think about the information that the author is helping you to think about.

Needs-based Group: Comparing and Contrasting Two Texts on the Same Topic

Mr. Vaughn, a kindergarten teacher, noticed after analyzing his observational notes that some students were having difficulty talking about the similarities and differences about some of the weather books that they had been listening to and discussing during interactive read aloud and shared reading experiences. He knew that in order to read informational texts of appropriate complexity for kindergarten (Tennessee Reading Standard 10), some of the students needed support with orally identifying basic similarities and differences between two texts on the same topic (Tennessee Reading Standard 9).

Mr. Vaughn formed a needs-based heterogeneous small group of students to support identifying and sharing how two texts on the same topic were similar and different. He selected two texts about animals in fall that all students in the group had read or listened to at the listening station.

Speaker	Interaction
Mr. Vaughn	We have been reading a lot of books lately about the seasons. Authors make choices about what information they include in books. Books about the same topic may have similar and different information in them. For example, (holds up two books about animals in fall) these two books are both about animals in the fall.
Savanah	They both have squirrels on the front cover.
Madison	The titles are almost the same. One says <i>Animals in Fall</i> and the other says <i>Animals in the Fall</i> .
Mr. Vaughn	Yes, both of these books have squirrels on the cover and the titles are almost the same. All of you have listened to <i>Animals in Fall</i> at the listening station and all of you have read <i>Animals in the Fall</i> with me. Today we are going to look at both of these books and think about how they are similar and different. Let's take some time now to take a close look at both of these books. With your shoulder buddy, look at both of these books (provides buddies with copies of both books) and find things that are the same.
Kelvin	(After a few minutes) My buddy and I noticed that some of the animals are the same. Both books have squirrels, geese, butterflies, and rabbits.
Madison	Both books have deer and bears in them too.
Alex	<i>Animals in Fall</i> has honey bees in it. The other book doesn't have bees.
Mr. Vaughn	Alex, you just noticed something different about these two books. Sometimes authors include different information in books about the same topic. Did anyone else notice something that was different?
Savanah	This book (holds up <i>Animals in the Fall</i>) has a dog and a whale in it.
Mr. Vaughn	Did the other author write about a dog or a whale?
Savanah	No.
Mr. Vaughn	That is so interesting. When reading books about the same topic, you can notice and think about what information is the same and what information is different. As we continue to read more books about the seasons, keep thinking about how the different authors include information that is the same and different.

Reflect

How do you envision teachers utilizing heterogeneous needs-based groups as a complement to their homogeneous group differentiation?

How will you support teachers in making decisions on when to use each of these instructional strategies?

Planning for Needs-Based Groups:

The form that Ms. Roberts used to plan for her third grade needs-based group is provided below. A blank copy of this form is provided for lesson planning in the Appendix.

Plan for Heterogeneous Needs-Based Group:	
Grade Level:	Third Grade
TN Standard(s) addressed:	3.RI.CS.5 Use text features to locate information relevant to a given topic efficiently 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 complexity band independently and proficiently
Lesson Objective:	The students will be able to efficiently read and use captions while reading to comprehend informational texts.
Group Members:	<ul style="list-style-type: none">• Colby• Elijah• Ethan• Tiffany
Texts and Materials:	<i>Mars</i> – text to model lesson objective <i>Planets</i> – Ethan and Tiffany <i>Planet Watch</i> – Colby and Elijah
Lesson: <ul style="list-style-type: none">• Teacher Input• Student practice• Discussion	Teacher Input – “Authors of nonfiction books use graphic features to help readers understand concepts that they are writing about. Graphic features extend the meaning of texts. For example, it is important to take time to read the captions under pictures and illustrations when you are reading nonfiction texts because the captions explain the pictures. In this book called <i>Mars</i> , you’ll notice that this caption on page eight says, ‘Red dust and soil cover the surface of Mars.’ That caption describes how Mars looks. The caption helps me understand the information shown in the picture.” Student Practice - Students will practice reading and using captions to gather additional information. Discussion – Students will share out captions they located and explain the information gained.
Extension (daily task, literacy station, reader’s notebook or daily journal)	Students will read independently and then use their readers’ notebooks to record examples of information that was learned from reading captions in nonfiction texts.

Give it a Try: Planning for Heterogeneous Needs-Based Groups

Plan for Heterogeneous Needs-Based Group:	
Grade Level:	
TN Standard(s) addressed:	
Lesson Objective:	
Group Members:	
Texts and Materials:	
Lesson: <ul style="list-style-type: none">• Teacher input• Student practice• Discussion	
Extension (daily task, literacy station, reader's notebook or daily journal)	

Reflect

What supports will teachers need to implement heterogeneous needs-based groups to meet student needs?

Closing

A teacher in a differentiated classroom does not classify herself as someone who 'already differentiates instruction.' Rather that teacher is fully aware that every hour of teaching, every day in the classroom, can reveal one more way to make the classroom a better match for its learners.

(Tomlinson, 2001, p.29.)

Module 7: Evaluating Professional Learning

Objectives

- Consider the role of the evaluate phase in sustaining improvement in teacher practice and student outcomes
- Explore sources of information for the evaluate phase
- Build understanding of how to analyze and talk about data in productive ways

Link to Tennessee Professional Learning Standards

- Implementation
- Data
- Outcomes
- Learning Community

Self-Assessment

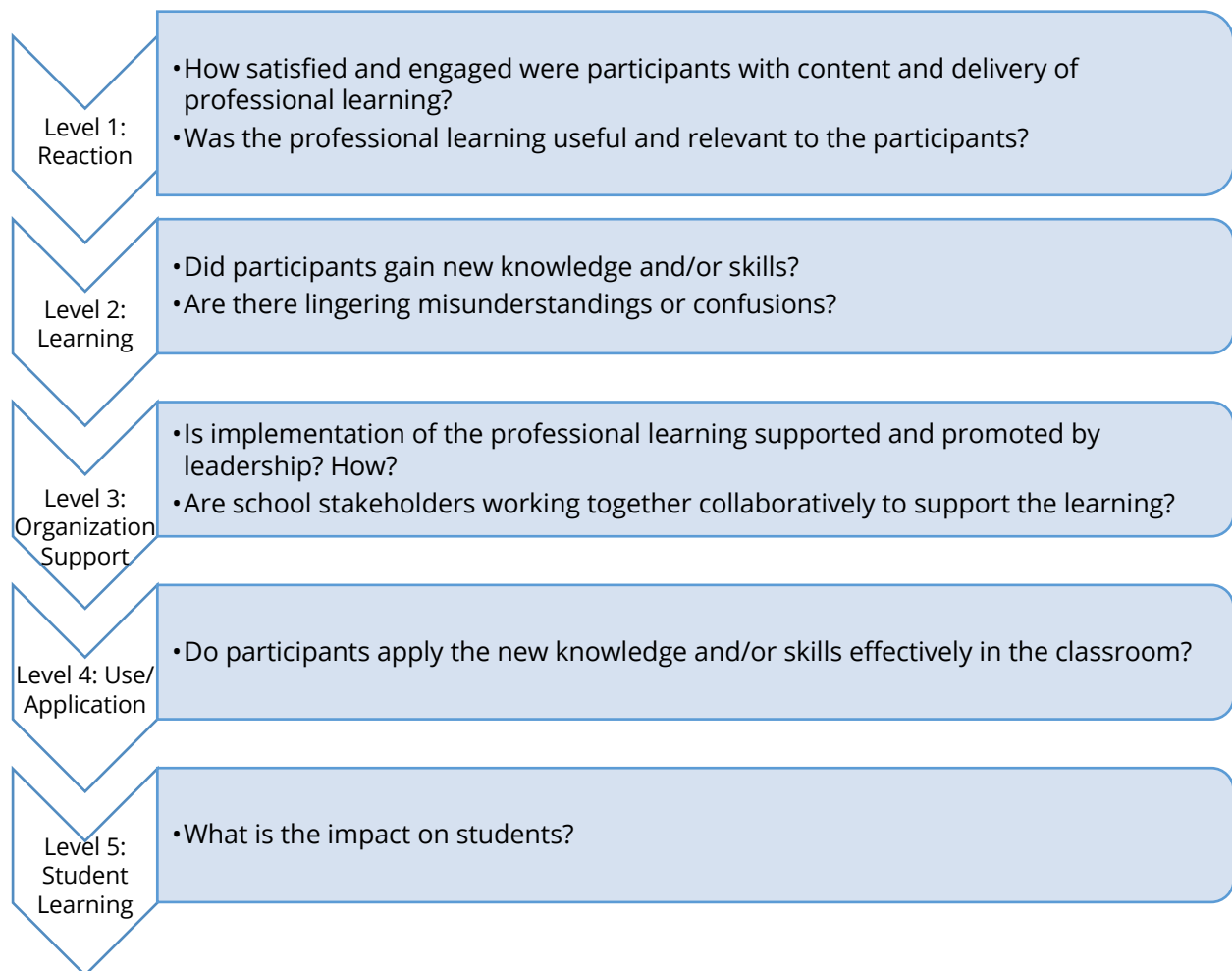
Evaluating professional learning involves the shared commitment of educators. It also involves developing and sustaining the willingness, skills, and infrastructure to support the use of data.

Use the evaluation self-assessment to think about what may need to be developed or strengthened at your school.

Statement	<div> <div>Not at all</div> <div>←————→</div> <div>Consistently</div> </div>									
My colleagues see the value of gathering, analyzing, and discussing multiple sources of student, educator, and school-wide data.	1	2	3	4	5	6	7	8	9	10
We have a school-wide data plan that we use throughout the year to make instructional improvements.	1	2	3	4	5	6	7	8	9	10
My school has adequate infrastructure (meeting times, effective reporting system) to support discussion of data.	1	2	3	4	5	6	7	8	9	10
We have a way to display data so that all educators can view progress (e.g., a data wall or data management system).	1	2	3	4	5	6	7	8	9	10
We gather student and educator data that helps us answer important questions about literacy learning.	1	2	3	4	5	6	7	8	9	10
We know how to look at multiple sources and types of data for trends and patterns.	1	2	3	4	5	6	7	8	9	10
We engage in an ongoing, cyclical process of understanding, responding to, and making improvements based on data.	1	2	3	4	5	6	7	8	9	10
Decisions at this school are informed by data.	1	2	3	4	5	6	7	8	9	10
Data are used collaboratively to establish specific growth and achievement targets.	1	2	3	4	5	6	7	8	9	10
Student and educator data are used to inform professional development at my school.	1	2	3	4	5	6	7	8	9	10
Educators in my building are able to monitor and adjust classroom instruction in ways that are effectively informed by data.	1	2	3	4	5	6	7	8	9	10
We collect and use information about implementation of literacy interventions.	1	2	3	4	5	6	7	8	9	10

A Framework for Evaluating Professional Learning

Evaluating professional learning begins with being explicit about the kinds of improvements expected and by articulating the process for achieving those improvements. Thomas Guskey proposes a model for evaluating professional learning that has five levels. In Guskey's model, outcomes for students are at the end of a chain of events that starts with teachers' reactions to the professional learning (level 1 below). If the learning is engaging and relevant, teachers' knowledge and skills improve (level 2). If implementation of the knowledge and skills is supported by the school (level 3), teachers are able to apply their new understanding and skills in the classroom (level 4). If teachers effectively apply new knowledge and skills in the classroom, student outcomes improve (level 5). Success at one level is a precondition for success at the next level. The graphic below presents sample questions related to each level.

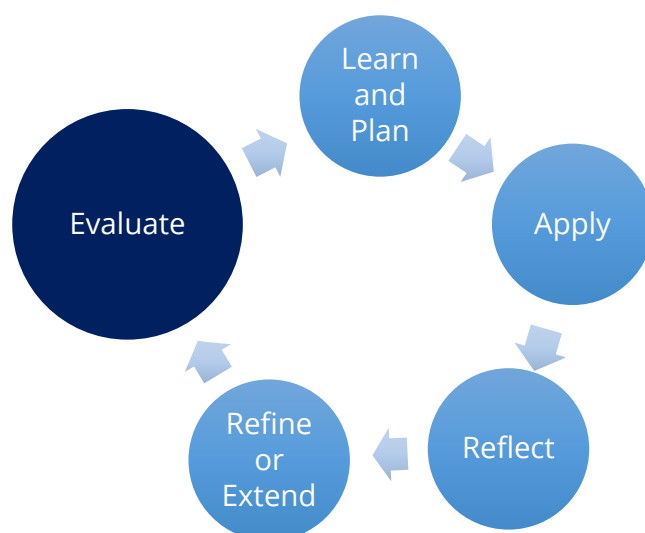


(Guskey, T., 2002)

Reflect

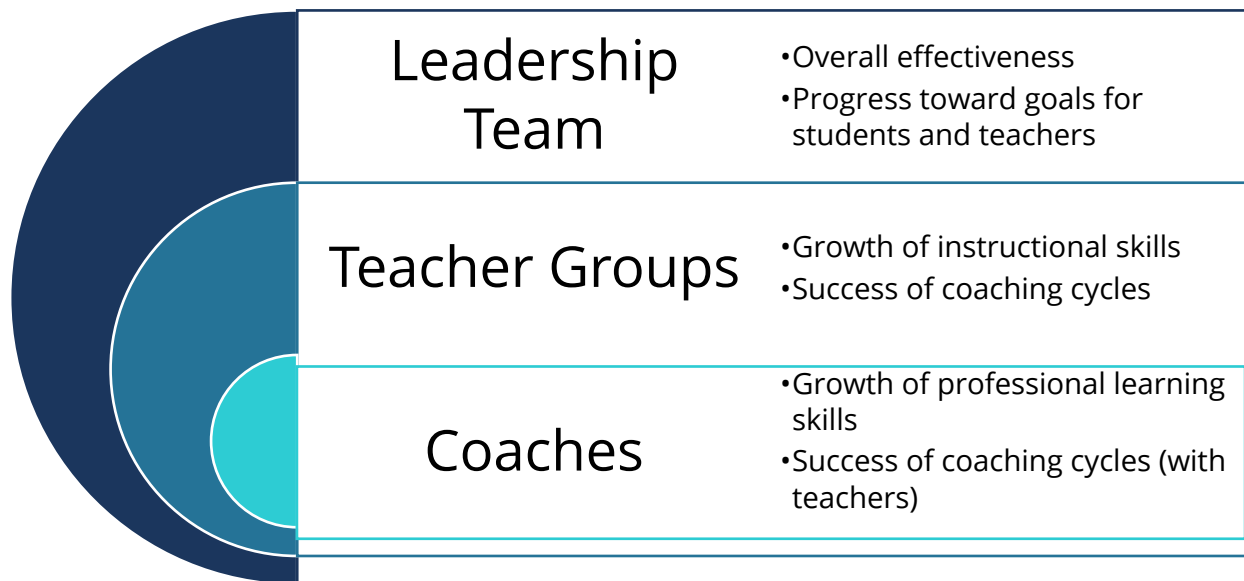
What aspects of the Guskey model have you taken into account during the evaluate phase so far?

Coaching Cycle in the Evaluate Phase



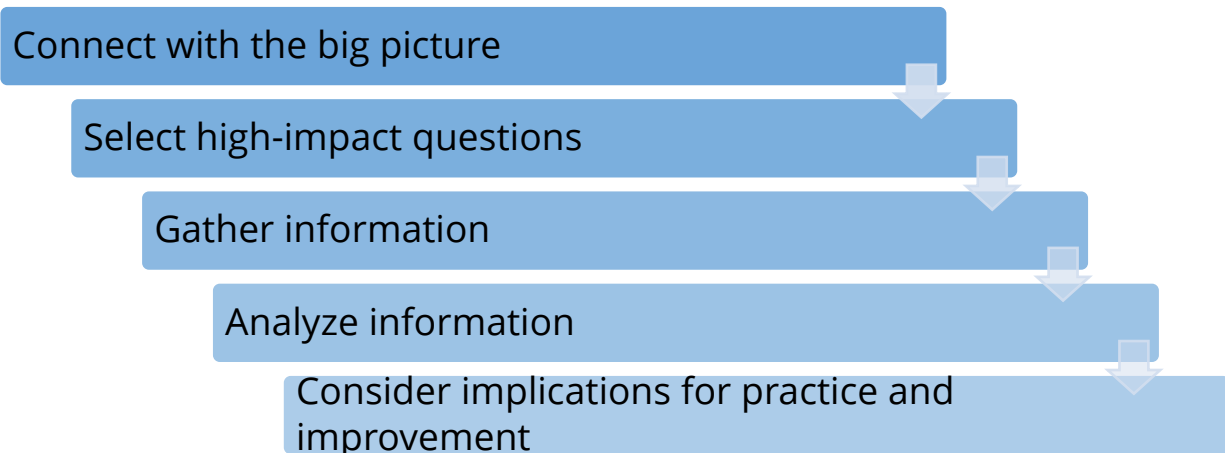
The evaluate phase of the coaching cycle asks educators in the building to step back and look objectively and critically at the overall impact of professional development. Schools are typically data-rich environments, but the meaningful use of that data can be challenging. In the evaluate phase, educators collaboratively use multiple sources of data to inform decision making.

Evaluate	
Engages all stakeholders in evaluating professional learning and results using a variety of sources and types of <u>coach</u>, <u>teacher</u>, <u>student</u>, and <u>system</u> data.	
Data: <ul style="list-style-type: none"> • Evidence-driven purpose • Qualitative and quantitative data sources • Formative assessment precipitates adjustments 	Outcomes: <ul style="list-style-type: none"> • Objective alignment to professional and student needs • Alignment of outcomes to learning standards and teacher evaluation • Demonstration of complete and accurate understanding
Goals are evaluated both individually and collectively by a variety of stakeholder groups. The leadership team evaluates the overall effectiveness of the professional learning being provided and ensures that progress is being made toward the goals that have been established. Teacher groups evaluate the success of each cycle and use the data collected to determine the next goal for professional learning. Coaches evaluate their own skills and reflect upon the success of the coaching cycle with teachers. Evaluating success through a variety of data points can assist coaches, teachers, and school leaders in creating continuous cycles of improvement that are focused on relevant needs.	



One of the most important factors to consider in the evaluate phase is that to be effective, it can't be the sole responsibility of any one stakeholder or group of stakeholders. Everyone in the building has a role to play in the ongoing evaluation of professional learning and the ongoing cycle of improvement. Teachers, coaches, and school leadership each have a unique perspective from which to view the improvement process. Coaches are well-positioned to observe the professional learning process and to observe shifts in instruction. Teachers also have a perspective on day-to-day improvements, particularly the incremental steps that children take in response to shifts in teaching. School leaders bring the perspective of seeing how all the parts fit together to move the dial for teachers and students in all grade levels. Ideally, work in this phase happens in concentric circles, each informing the other.

Evaluate in Action



The evaluate phase is related to every other phase in the coaching cycle. It demands that educators connect to the overall vision of Read to be Ready while also zooming in on the work of a coaching cycle or multiple coaching cycles. Consider the following vignette.

Connect with the big picture: The educators at a school began a semester of work on interactive speaking and writing. Reflecting on the Read to be Ready theory of action, they recognized that students thinking deeply when responding to texts through speaking and writing is a key step toward reaching the goal of students reading on grade-level. At the start of the work on interactive speaking and writing, educators in the building agreed they were currently seeing superficial conversation about texts.

Select high-impact questions: Stakeholders agreed that the best way to improve would be to engage in a series of professional learning sessions, followed by modeling talk structures in classrooms. The educators also asked themselves how they would know if the work was successful. They made a list of questions to help them figure out what data they needed to monitor the improvement process.

1. Are teachers engaged and satisfied with the professional learning? If not, why and what adjustments can be made?
2. Do teachers have adequate knowledge and understanding of how and why to support student talk?
3. Are teachers using talk structures?
 - a. Which talk structures do teachers use in the classroom? How often?
 - b. How does the use of talk structures change over time?
4. Is there any evidence of effect on students?
 - a. How does the ratio of student-to-teacher talk shift?
 - b. Is there any evidence that the frequency and sophistication of student discussion have increased?
 - c. How is student writing about reading changing over the semester?

5. To what extent is the building's principal supporting and promoting a shift toward more student talk in classrooms?

Gather information to answer questions: After each professional learning session, the coach asked teachers to complete exit tickets about what they liked about the session and what didn't work for them and asked them to rate their understanding of the topic before the session and after the session. The coach modeled talk structures and then observed as teachers used the structures on their own. The teachers agreed that the coach would collect data about the ratio of student-to-teacher talk during observations. The teachers also agreed to gather a random sample of writing about texts at specific intervals throughout the semester and to use grade-level meetings to analyze writing artifacts as a way to gauge improvement in student writing.

Analyze information: After each professional learning session, the coach looked at exit ticket responses to see if there were patterns among responses. She saw that most teachers felt constructive activities were most impactful for their learning and were able to build more of them into subsequent sessions. The coach used observations about the ratio of student-to-teacher talk during coaching sessions with individuals and put the data together to examine trends over time. She looked at the average ratio at the beginning of professional learning and compared it to the ratio one month later, and three months later. The results were shared with teachers at grade-level meetings. At the same intervals, teachers brought writing samples together and examined them as a group, looking for evidence of deep thinking about texts. The teachers developed a simple rubric as a group and applied it to the writing samples for analysis.

Consider implications for practice and improvement: The coach used exit tickets and observation data to inform coaching throughout the cycle. In addition, the larger group of stakeholders used the data analysis opportunities at months one and three to inform next steps. At month one, the group noticed that the student-to-teacher talk ratio had shifted, but that student writing didn't look much different than it had before the coaching cycle. The teachers wondered if the prompts they used during interactive speaking could be improved. The coach worked with the team around prompting for deeper thinking. The coach observed prompting in classrooms and the team discussed the coach's observations during their next meeting. They continued to gather student writing and examine it together to see if writing improved. When they began to see shifts in student writing, they were able to link those shifts not only to increased use of talk structures, but also to the improvements in the quality of prompting language they were using during lessons. The teachers agreed that more powerful prompting language could be extended throughout the literacy block.

Getting Started: Connect with the Big Picture

Work in the evaluate phase is iterative, looking backward, forward, and sideways at the same time. The improvement process is seldom linear. Documenting, analyzing, and evaluating improvement is a complex, dynamic, multifaceted endeavor. An important step is to revisit the original vision that guides the work. Successful work in the evaluate phase monitors and promotes progress along the journey toward this vision.

The framework for *Teaching Literacy in Tennessee* is predicated on a theory of action that is grounded in research:

If we provide daily opportunities for all students to build skills-based and knowledge-based competencies by...

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer; and
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

then, we will meet or exceed our goal of having 75 percent of third graders reading on grade level by 2025.

(Tennessee Department of Education, *Teaching Literacy in Tennessee*, p. 10)

Zoom in on Coaching

The evaluate phase uses the same kind of inquiry thinking that coaches have been practicing throughout the coaching cycle. Developing a theory of action about coaching helps stakeholders identify and monitor incremental steps in the improvement process. Review the sample theory of action below and notice the level of specificity at each level.

Sample Theory of Action

- As a coach, if I provide professional development to introduce text selection for small group reading, followed by regular coaching;
- Then teachers will understand and be able to select texts for small groups that are appropriately complex;
- Which will allow students to process more complex texts more often and with support.
- The end result will be accelerated growth in reading comprehension.

Using the theory of action above as a model, write your own theory of action for coaching related to small group reading.

Give it a Try

As a coach, if I provide _____

Then teachers will _____

Which will allow students to _____

And the end result will be _____

Select High-Impact Questions

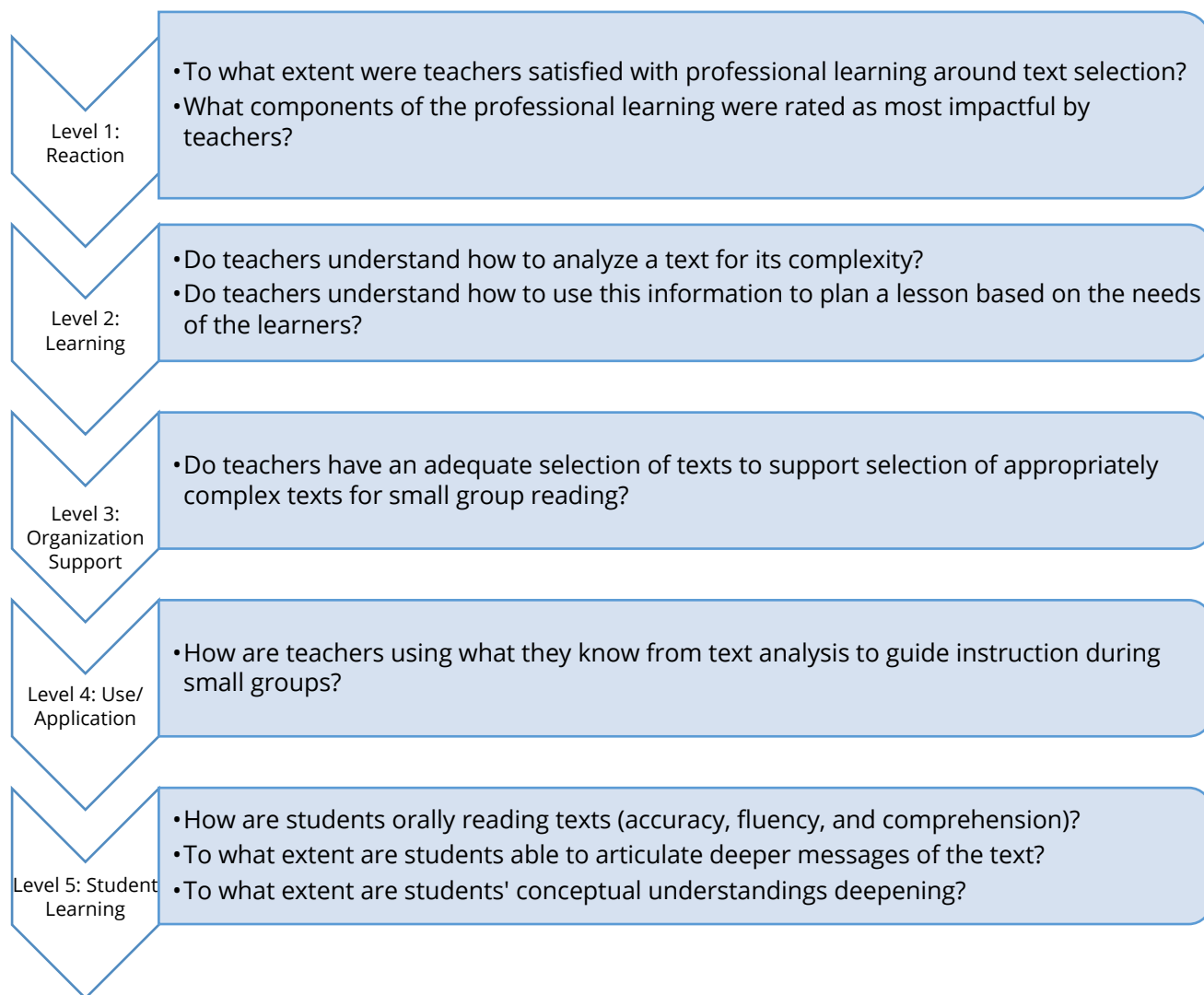
“With collaboration and inquiry-based professional learning, monitoring and evaluation become the responsibility of all those involved in the professional learning initiative, including those who are doing the teaching” (Risko, & Vogt, 2016, p.120).

Looking at data without a direction or purpose can lead to jumping to the most obvious and sometimes misleading conclusions. Questions provide a focus for data collection and analysis. Developing and selecting questions as a team helps educators feel buy-in and commitment to the evaluation process. When teachers have a say in deciding what matters enough to be evaluated and monitored, they are more likely to see the benefit of the process.

High-impact questions are aligned with state and district goals and reflect the strengths and concerns unique to a school and its stakeholders. These are the questions that, when answered, will help stakeholders make important decisions about what works, what needs to be adjusted, and what may need to happen next. Educators don’t have the resources to answer every question or collect data on every aspect of student, teacher, or coach growth. Some choices have to be made about where to focus measurement energy and resources.

High-Impact Questions Example

The example below illustrates some high-impact questions connected to the theory of action on page 187. Every school may not have the resources to ask and answer all of these questions for every coaching cycle. However, acknowledging the cause and effect relationship between different levels can inform choices about what kind of data to gather and how to interpret that data.



Give it a Try

Use the Guskey framework to craft high-impact questions about professional learning you plan to implement. Refer to the theory of action you developed on page 188 to develop your questions.

Level 1: Reaction	
Level 2: Learning	
Level 3: Organization Support	
Level 4: Use/ Application	
Level 5: Student Learning	

Gather Data to Answer Questions

“Despite the increased amounts of data available, many educators still feel ill prepared to analyze and use their school data effectively. They are data rich, but information poor” (Ronka, Lachat, Slaughter, and Meltzer, 2009, p. 18).

Evaluating professional learning is about looking at layers of evidence from a variety of sources. Using both “hard” and “soft” data in tandem helps build a rich and nuanced picture of change and the outcomes of improvement efforts.

Hard data include standardized assessments, like state tests, or other published measures. Hard data are useful for key audiences, particularly policymakers. Hard data are typically thought of as relatively specific, standardized, and are often quantitative (numeric) in nature. Most educators are familiar with state test scores as a source of hard data, but they may also include other types of tests and assessments.

Some Sources of Hard Data	
<ul style="list-style-type: none">• TNReady• National Assessment for Educational Progress (NAEP)• STAR	<ul style="list-style-type: none">• AIMSWEB• EasyCBM• Student attendance records

Hard data are critical for understanding outcomes, particularly related to achievement. With hard data, it is possible to dig into trends and patterns. Educators may disaggregate hard data to explore performance gaps and/or growth trends. The data can be graphed to aid interpretation and visualization of key issues. Hard data, like all sources of information, have limitations. Any standardized assessment is a snapshot of what a child can do on a single day, given a single testing format, in a given context. Capturing every aspect of a complex process, such as reading and writing, is nearly impossible for any assessment. In addition, hard data are often summative, meaning they help educators understand how a cohort of students did, but by the time results are provided, those students have moved on to something else (another grade, another unit, etc.).

While hard data may be useful for accountability purposes, soft data are often more helpful for understanding the change process and for making mid-course corrections along the way. Soft data are typically qualitative in nature, are flexible, have a relatively short turn-around time, and are capable of capturing nuance and complexity in ways that standardized tests cannot. Soft data can help capture and illuminate incremental change and are vital for a robust evaluation. Soft data are typically readily available in schools or can be gathered relatively easily.

Some Sources of Soft Data	
<ul style="list-style-type: none"> • Readers' or writers' notebooks • Classroom work or assignments • Comprehension checks • Classroom observation notes • Running Records • Anchor charts • Walk-through observations • Anecdotal notes 	<ul style="list-style-type: none"> • Interviews • Focus groups • Coaching logs • Surveys • Reflection journals • Meeting minutes • Self-assessments • Portfolios

Using soft data involves thinking carefully and planning for its use. Soft data can be prone to bias. It is important then to think about ways to make the use of soft data more intentional and systematic. Many of the tools that were presented in prior semesters can be used as soft data for evaluation.

In our experience, changes in student performance can lag behind changes in the quality of instructional practice. Improvements are typically visible in classrooms before they show up on external measures. Improvement is not always as obvious as we would like, in part because we look in the wrong places (annual state tests rather than the daily work of teachers and students in classrooms); in part because we use tools that are designed to detect big changes, rather than tiny ones that lead to the big ones (the equivalent of using a clock with no second hand to measure improvement in the speed at which you can run a mile); and in part because sometimes things get a little worse before they get better.

(Elmore & City, 2009, p. 25)

Hard and soft data can be used powerfully side by side. Using multiple sources of data to understand the same phenomena is known as *triangulation*. Multiple sources of evidence may converge or they may contradict one another. When they converge, we can be confident we are seeing something real. When they contradict, there is something else to investigate or consider.

Taking Inventory

A data inventory provides a summary of all the types of data that are available in your school. If you regularly update your inventory and make it available electronically, you can ensure that it becomes a living document. You may find that putting this information together in one place helps your school develop a comprehensive picture of data resources and needs, which may jumpstart your thinking about the kinds of questions that data can be used to answer.

(Boudett & Moody, 2005, p. 16)

One way to ensure educators collect meaningful data is to complete a data inventory. A data inventory helps educators figure out what data they need, points to strengths and holes in the existing data picture, identifies redundancies, and highlights if and/or how the data might be used meaningfully. A data inventory may include hard and/or soft data.

Sample Data Inventory for Planning

Data	What does it measure?	When are the data gathered? How often?	Who is included in the data? (Does this data include everyone or a certain subgroup?)	How might the information be used?
Exit ticket from professional development	-Teacher satisfaction with PD -Teacher perception of their own learning -Whether teachers are trying out the skills/knowledge from the last session -Teacher perceptions of what content they learned	-After every PD session (every two weeks)	-All the teachers who attend training that day	-Help coach understand what PD experiences are most effective -Help coach understand what parts of PD are working, what aren't -Inform next steps for coaching
Text analysis sample	-Do teachers understand qualitative and quantitative aspects of text complexity	-Teachers will be asked to submit a sample text analysis within three days of PD	-All classroom teachers who attend PD	-Inform next steps for coaching and PD
Classroom library census	-Books/resources currently available in classroom libraries	-Teachers were asked to do a book census in the first two months of the year centered around key concepts for this year's teaching	-All classrooms submitted a book census at the end of September	-Book census should be reviewed for phases of reader development and concepts to see if there are mismatches between what we have and what we need for small group reading
Text selection planning sheet sample	-Do teachers understand how to plan for the use of appropriately complex texts in small group reading	-Will ask teachers to submit a sample plan within three days of PD	-All teachers will be asked to try using the planning sheet	-Coach will review plans and respond to each with suggestions for improvement (either public or private response, based on group preference)
Coaching observations	-How effectively teachers are implementing new learning	-Weekly observations	-Only teachers who are observed for coaching	-Used only by the coach to understand lingering confusions, or areas where more PD may be needed

Data	What does it measure?	When are the data gathered? How often?	Who is included in the data? (Does this data include everyone or a certain subgroup?)	How might the information be used?
Teacher observation notes from small group reading	-Teachers will be asked to keep brief observation notes about the nature of discussion during small group reading.	-Ask teachers to collect on an ongoing basis	-Teachers will select one small group they will be working with	-Teachers will use the notes to reflect on change over time in the nature of questions students ask, the nature of discussion, and overall learning -Notes will be used at grade-level meeting to discuss collective impact
End-of-unit task products	-Conceptual understandings	-Teachers will be asked to bring a sample of end of unit products to grade level meeting. Teachers will select samples from three students—one who they consider high performing, one who is low performing, and one who is about average	-A sample of students at each grade level	-Teachers will analyze the products together, looking for themes and trends that can inform teaching in the next unit.

Give it a Try

Data	What does it measure?	When are the data gathered? How often?	Who is included in the data? (Does this data include everyone or a certain subgroup?)	How might the information be used?

Analyze Data

When people are involved in analyzing and interpreting data collectively, they become more invested in the school improvement efforts that are generated out of those discussions. The more people involved in data analysis and interpretation, the more effective the resulting school improvement efforts will be. When planning conversations around data, the challenge is to find an effective way to give all faculty members a chance to make meaning of what they see.

(Boudett & Moody, 2005, p. 20)

Figuring out what data are essential for answering questions is critical, but it is also important to plan how to look at the data in order to understand it. Depending on the type of data, it may be necessary to create data displays such as data walls, graphs, or other summary charts.

Data analysis can be intimidating, but in reality, the skills of data analysis are the kinds of skills teachers use all the time. Data analysis is just a process for making sense out of information. The fundamental skills are those of counting, categorizing, and comparing. Regardless of the type of data being analyzed, the analysis process begins with defining *why* you are looking at the data.

Numerical Data

High-level statistical analysis of numerical data is beyond the scope of the evaluate phase for most schools, but a few tips may be important for analysis of numerical data.

Mean/Average	An average is a good piece of information, but it is also important to know how scores are distributed. For instance, if Coach A has 20 pencils and Coach B has 0 pencils, the average number of pencils per coach is 10. With only the average number, it looks like everyone has pencils, but they really don't.
Median	The median is the number at the middle of a distribution of scores. By definition, 50% of students are above the median and 50% are below it. The median may be different from the average when scores are skewed (e.g., one person scores much higher than others and brings the average up). In situations with highly skewed data, the median or the mode (below) may be more helpful for analysis.
Mode	This is the score that occurs most often. One way of looking at data over time is to compare how the mode shifts. For instance, what was the most common score on the assessment in the fall and what is the most common score in the spring?
Percentages	When reporting percentages, don't forget to also report raw numbers. A percentage can be misleading, particularly when numbers are small. Also, remember not to add up percentages to try to get an average percentage.

Non-numerical Data

The process of analyzing classroom photos, or readers' notebooks typically does not involve calculation, but does involve uncovering the story or stories the data are telling. The process must be rigorous and systematic. Analysis of non-numerical data can be quite flexible and responsive to the needs of teachers, but it must be thoughtful rather than random. Teams should plan what kind of data they want to gather, how often, and from whom. After teams gather the data, analysis is a process of noticing, sorting, and categorizing. Themes and patterns tend to emerge when data are organized and reorganized. Based on the purpose of the data collection, a team might sort non-numeric data into groups. For instance, teachers might look at a list of prompts used during lessons and sort them into categories (prompts that ask for inference; prompts that ask for re-telling) to learn which kind of prompts they use most often and what kind might be missing. Teams might develop simple rubrics to analyze non-numeric data. The analysis process should be grounded in the purpose of the inquiry so that it gives the team the information they need to make improvements and/or understand what other sources of data are telling them.

Making Comparisons

One way of approaching data (numerical or otherwise) is to make comparisons. These may be comparisons among groups, within groups, or over time.

Type of comparison	Description	What would this kind of comparison help you think about?	What might you need to be cautious about with this kind of comparison?
Individual growth over time	Examining change over time for an individual (e.g., score at the beginning of the year compared to score at the end of the year)	Is change going in the right direction?	Most children get better at things over time.
Cohort growth over time	Examining one group over time (e.g., one group's scores in grades 1, 2, and 3.)	Is change going in the right direction?	Attrition can be mistaken for change.
Panel comparison	Comparing last year's first grade to this year's first grade	May help teachers understand how shifts in instruction are impacting results over time.	Sometimes, a cohort is qualitatively different than the one that came before it. Are the groups comparable at the start of the year?

Type of comparison	Description	What would this kind of comparison help you think about?	What might you need to be cautious about with this kind of comparison?
Treatment/control comparison	One group is selected to receive something that another group does not and their outcomes are compared.	It may help educators compare effects of different approaches.	Differences between groups may be caused by factors outside of what you are comparing. Requires relatively large numbers.

Organizing Data for Analysis and Discussion

A key step in analyzing data is figuring out how to organize it in a way that supports meaningful analysis. Data may be organized in data notebooks, data walls, or data summary sheets. The type of organization should align with the questions that need to be answered. It is sometimes necessary to organize the same data in different ways in order to see patterns.

Data Walls

Data walls provide a visual representation of progress that is available to all educators in the building. They can be portable and are sometimes electronic. It is important that they be private, accessible only to educators. Data walls can help educators track and celebrate success, identify patterns and trends in outcomes, and build shared ownership of outcomes for all students. It is important to collaborate on the development of the data wall so that it includes information teachers care about and will be able to update regularly. Information included on the data wall may be specific to each school. (Fountas & Pinnell, 2017)

Data Summary Sheets

A data summary sheet is a helpful way of organizing data for analysis and interpretation. Each summary sheet would be specific to the data you are analyzing. An example of a data summary sheet is provided here. In this example, the data are arranged to facilitate understanding how teachers' responses to professional development are changing over time.

Exit Ticket Responses					
Today's session was a good use of my time	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
9/15	0	1	4	4	1
9/22	0	0	2	6	2
9/29	0	0	1	4	5

Consider

Why do you think the data summary sheet above uses raw numbers instead of percentages or an average score?

Productive Evidence-Based Conversations

Once data are organized in some way, whether using summary sheets, graphs, data walls, or any other display, the work of deriving meaning from the data can begin. It is helpful to use a protocol to guide evidence-based conversations. Protocols ensure that all voices are heard. They also provide the space and time to uncover patterns and trends in the data in ways that educators understand and find meaningful.

Several principles guide productive conversations about data.

1. Norms are particularly important in data conversations, where there can be tendencies to blame, shame, and/or jump prematurely from a single observation to a solution.
2. Making predictions about what you will see may seem strange, but it is important to activate prior knowledge and expectations. Connecting with background knowledge and expectations sets teams up for a deeper dive into the data, whether it confirms or challenges expectations.
3. It is crucial that all those at the table have an opportunity to view the data, reflect on what they see, and share/discuss those observations. Walking through evidence at a factual and observational level is the core activity of an evidence-based conversation, but it is often the one that is given the shortest period of time.
4. Going deeper with the evidence may require additional sources of information. A single data source may not be adequate to make good inferences about causes.
5. The process of using evidence is cyclical, iterative, and intentional. Goals developed from this month's data should inform the analysis of next month's data. Not all action steps will be successful, so it is important to continuously engage in the process of uncovering what is working and what is not working.

An example of a completed evidence-based conversation summary is provided on the next page. In this sample, a coach is reviewing exit ticket data with her Reading Coach Consultant (RCC) to understand what professional learning approaches are working best with her teachers. The coach constructed a data summary sheet (page 195) of satisfaction-related questions from the first few weeks of professional learning and brought the exit tickets from the most recent professional learning experience. The coach and RCC then reviewed the evidence together using a five-step process. The table on the next page includes their notes from that discussion. Although this example uses data from a single source, the same protocol can be used with multiple sources of evidence to answer a question.

Evidence-based Conversation Example

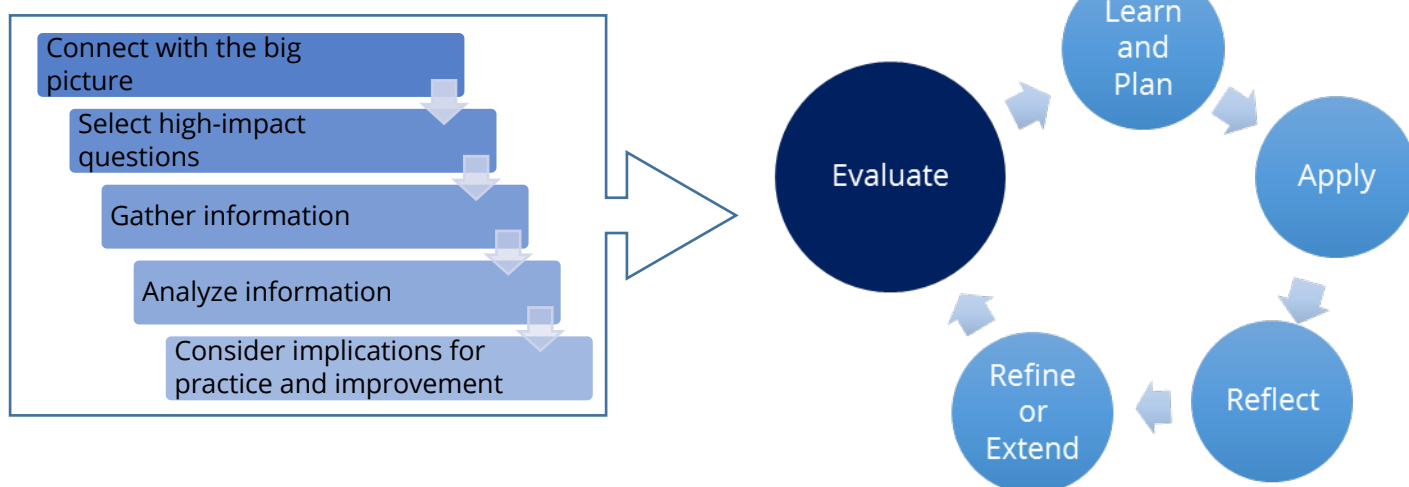
Predict <ul style="list-style-type: none"> • What do we think we'll see? 	<ul style="list-style-type: none"> • The data summary sheet suggests that teachers are more satisfied with professional development over time. I think qualitative comments will indicate that teachers really like it when they have enough time to practice what they are learning.
Notice (Just the facts: <ul style="list-style-type: none"> ○ I notice that... ○ I count that... 	<ul style="list-style-type: none"> • I count that six teachers rated their own growth as increasing by more than three points, and four teachers rated their own growth as increasing by one or two points. All teachers rated their own knowledge as having improved. • I count six comments about the temperature of the room. • I notice four comments suggesting that we move PD from the end of the day to the beginning of the day. • I notice that more than half of teachers were not able to articulate something they would do differently as a result of Week 1, but all were able to articulate something this week. • I notice that half of the teachers made suggestions for improvement that involve the behavior of their peers (showing up on time, staying until the end). • I notice that the thing teachers plan to do differently is include qualitative complexity as part of text analysis.
Wonder (I wonder if/why/whether...)	<ul style="list-style-type: none"> • I wonder if we should take some time to discuss norms as a group regarding arriving on time and leaving early. • I wonder whether teachers' self-perceptions of learning will match with what the coach observes in the classroom. • I wonder how many teachers feel like they have had enough practice using qualitative complexity as part of text analysis. • I wonder how teachers are feeling about using quantitative analysis in text selection.
What? (What does the evidence suggest?)	<ul style="list-style-type: none"> • Teacher satisfaction is improving over time. • Teachers perceive that their understanding is improving. • Norms of professional learning may need to be addressed and/or we may need to gather more information about why teachers are showing up late or leaving early and how this can be avoided.
So what? (What are the implications of the evidence?)	<ul style="list-style-type: none"> • If teachers understand text selection, the coach should be beginning to see shifts in planning and instruction. • Some environmental and logistical factors need to be addressed including norms and comfort in the room.
Now what? (What are we going to do next?)	<ul style="list-style-type: none"> • The coach will talk with teachers who are consistently late or leaving early and will try to problem-solve with each. • The next conversation will be to review coaching observations to see if perceptions of improvement match what the coach is seeing.

Consider Implications for Practice and Improvement

Making use of data requires not only making sense of it, but developing thoughtful action steps based on analysis. Use of data is an ongoing and cyclical process taking place throughout the coaching cycle. As data are analyzed, implications for professional development and teacher practice are uncovered. Then, improvements or changes are made, and more data are gathered to understand whether those improvements were effective.

Ongoing Improvement

Ultimately the work of the evaluate phase is geared toward guiding subsequent coaching cycles, and thereby, ongoing improvement. By going through the process outlined in this module, stakeholders enable themselves to use evidence to discuss implications for practice and take the steps toward those improvements via the next coaching cycle.



As coaches and other stakeholders review the evidence, they may need to consider the current cycle and future cycles as well as systemic facilitators and barriers to improvement. They may consider questions like:

- What are the implications of this data on our long-range roll-out plans?
- What do the data suggest about coaching frequency?
- Are we ready to take on another instructional outcome?

Planning

The work of the evaluate phase does not stand alone. It must be considered at every phase of the coaching cycle. Based on the theory of action you developed on page 188, the high-impact questions you developed on page 191 and the data inventory and planning sheet you developed on page 196, use the space below to draft a realistic plan for evaluating professional learning for small group reading. Guiding questions and instructions are provided. Another copy of this template is available in the Appendix.

<p>Connect with the big picture: Write your theory of action about small group reading improvement at your school.</p> <ul style="list-style-type: none">• What is one goal related to improving small group reading in your building?• What are incremental steps that will get you to those goals?	
<p>Select high-impact questions: How will you know if your work is successful, not just at the end, but all along the way?</p> <ul style="list-style-type: none">• What will you need to know about professional learning?• What will you need to know about teacher knowledge and understanding?• What shifts will you expect to see from the <u>adults</u> if the professional learning is effective?• What shifts will you expect to see from <u>students</u> in the classrooms if the professional learning is effective?	

<p>Gather information: What kind of information could you collect to answer the questions above? Also consider when you will need to collect this data (e.g., do you need some data about where teachers started in order to understand their shifts?).</p> <ul style="list-style-type: none"> • What data will you collect about teacher engagement? • What data might help you understand teacher knowledge? • What data might help you measure shifts in practice? • What artifacts of student learning might help you and teachers understand shifts for students? 	
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Closing Words

A systematic approach to instructional improvement requires that data are analyzed to identify patterns of strength and need. The vast amounts of data that are available can overwhelm school teams to the point that they become paralyzed in the analysis phase and are unable to use the analysis to move into action. We have found it important in this phase to take time to celebrate successes and achievements. Although instructional improvement is about continuous progress, taking time to recognize areas of growth builds capacity of the teams while reinforcing the notion that their efforts are rewarded.

(James-Ward, Fisher, Frey, & Lapp, 2013, p. 3)

Moving Forward

How will improving your work in the evaluate phase impact the way you work throughout the semester?

Who do you need to share information with about the evaluate phase in your school? What stakeholders need to be involved and learn more?

How might you involve teachers in the work of the evaluate phase?

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Tip Sheet: Using Teaching Videos in Professional Development

A video clip that provides a real-life example of a teacher working with students is useful for professional learning and development. The goal in using these video clips is to provide a shared experience that you can reflect upon in your own understanding of teaching. The videos provided are examples, *not* exemplars of teaching. The teacher has graciously shared their own teaching so it can be a vehicle for your conversation and professional learning.

In order to keep the focus on the teaching and learning demonstrated during the video clips, professional developers should facilitate discussions that are thought provoking and generative in nature. The purpose is not to “fix” the teaching, but to use the examples of teachers and students working together to think about one’s own teaching. Thought-provoking discussions around teaching examples help identify issues and problems that we experience as teachers and generate questions that can lead to problem solving.

Though there is no such thing as perfect teaching, the clips selected will provide an appropriate example for discussion. The questions below provide an important lens for considering videos of teaching and can help maintain focus on teaching and learning.

Teacher Planning and Facilitation of Instruction

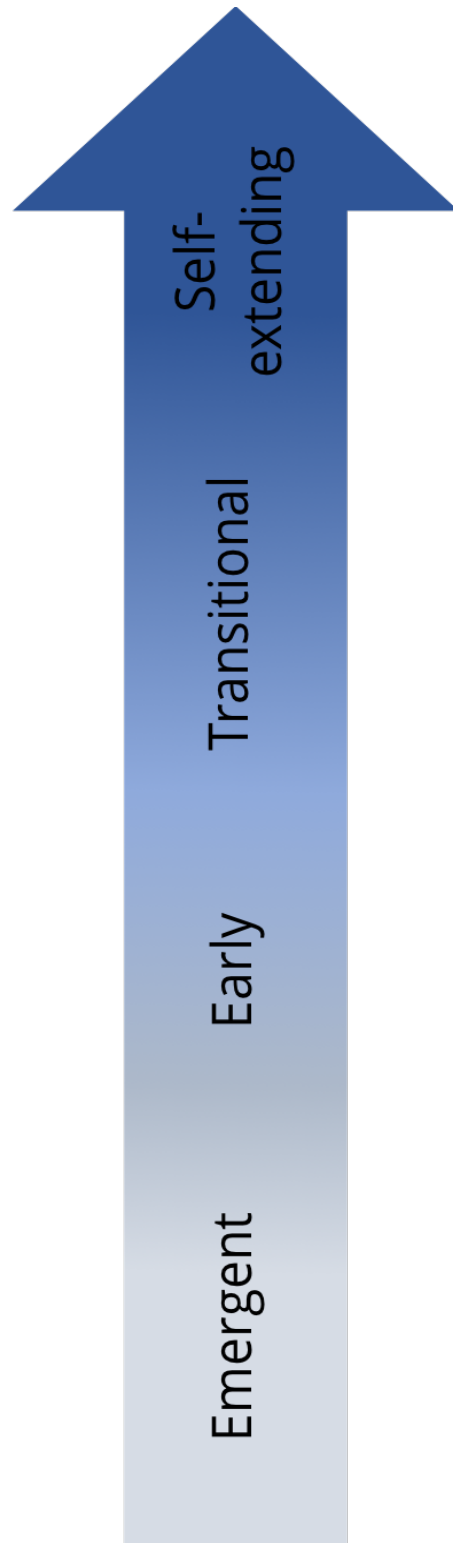
1. What are the teacher’s goals for this lesson and how did she/he organize the lesson to address those goals?
2. How is the instruction structured to promote a high level of student engagement?
3. How does the teacher use knowledge of the students during the lesson?
4. What do you notice about the teacher’s use of language (e.g., clarity, appropriate amount of talk, relevance to the lesson/unit, responsiveness to students’ comments, etc.)?
5. What refinements can the teacher apply from this lesson to inform future lessons?

Student Participation and Learning

1. What evidence demonstrates students’ previous learning?
2. How are students engaging in the reading/writing/language processes?
3. What evidence might indicate that the students fully understand, partially understand, and/or don’t yet understand the concepts?
4. What is evidence of student learning as a result of the teaching?
5. How did students respond to the materials the teacher selected?
6. What do you notice about the students’ use of language (clarity, amount, relevance to the lesson)?

Appendix A (Module 2)

Sorting Activity Continuum



Sorting Activity Behaviors

<u>Emergent</u>
Point to words while reading orally at a steadypace
Hear sounds in words and connect them with letters
Recognize common high-frequency words
Read with accuracy using the meaning and language patterns
Ask and answer questions after reading a text
Remember information while reading in order to identify the main idea and recall key details
Describe the relationship between illustrations and the text in which they appear
<u>Early</u>
Read orally without finger pointing
Read or re-read fluently at an appropriate rate with expression
Recognize a core number of high-frequency words automatically
Read texts accurately using meaning, language structure, and print information
Solve words using letter-sound relationships
Summarize the text by sharing important information
Talk about knowledge gained from reading an informational text
Infer meaning using pictures and text as sources of information

<u>Transitional</u>
Read with accuracy and fluency (appropriate rate and expression) to support comprehension
Read silently most of the time
Use context to confirm or self-correct
Use a large core of known words to read with accuracy, fluency, and understanding
Summarize texts, including main topic and key details
Talk about the central message, lesson, or moral of a text
Infer information, meaning, and humor
<u>Self-extending</u>
Read with accuracy and fluency (appropriate rate and expression) to support comprehension
Use all sources of information (meaning, language structure, and visual information) to read accurately
Decode multi-syllable words
Use a variety of word-solving strategies to read unknown words
Use illustrations and graphics to gain additional information and enhance meaning from the text
Infer important information from familiar content as well as topics more distant from students' typical experience
Synthesize new content from the text

Appendix B (Module 3)

Selections from the Developing Language and Literacy Teaching Rubric (DLLT)

General Characteristics of Teaching

Classroom Materials and Organization

__Materials are not organized; it is almost impossible to quickly find or distribute materials.	__Some materials are organized for efficient use by the teacher and students.	__Most materials are organized for efficient use by the teacher and students.	__Materials are highly organized for efficient use by the teacher and students.
__Students cannot access and use materials independently.	__Students have some difficulty finding and using materials.	__Most of the materials are organized in ways that help students use them independently.	__Organization works for maximum student independence; use and placement of materials in the classroom is obvious.

Student Engagement

__Many students are distracted and off task a great deal of time (either quiet, inattentive, or disruptive); a very low level of engagement generally.	__Some of the students are engaged and on task most of the time.	__Most students are generally on task; there is a high level of engagement most of the time.	__Most students are on task almost all of the time; there is a very high level of engagement and purposeful activity.
__Transitions tend to be disorderly and time consuming.	__Transitions vary between some orderly and efficient ones and others that disrupt learning.	__Most transitions are orderly and efficient with minor distractions on occasion.	__Transitions are orderly and efficient.

Quality of Interactions

__Students have almost no opportunities to talk to and learn from each other.	__Students have a few opportunities to talk to and learn from each other.	__Students have some opportunities to talk to and learn from each other.	__Students have many opportunities to talk to and learn from each other.
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Sense of Community

__There is little or no evidence that the teacher helps students to take responsibility for their own behavior and learning and to demonstrate respect for the learning of others.	__The teacher helps students to take some responsibility for their own behavior and learning and to demonstrate respect for the learning of others some of the time.	__The teacher helps students to take responsibility for their own behavior and learning and to show respect for the learning of others most of the time.	__The teacher helps students to take high degree of responsibility for their own behavior and learning and to show respect for the learning of others (e.g., students know routines and why they use them; they help and treat others with respect).
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(Hough, et al., 2013)

Appendix C (Module 5)

Homogeneous Small Group Lesson Plan Template

Planning Sheet Small Group Homogeneous Reading	
Group Members: Phase of Reader Development:	
Text: Lexile Level:	
Text Introduction:	
Facilitative Language to Support Oral Reading Behaviors	Teach, Prompt, or Reinforce

Text Discussion	
Text Discussion	Book Discussion Prompts:
Facilitative Language to Support Comprehension	Teach, Prompt, or Reinforce
Teaching Point	
Connected Extension	

Small Group Reading Observational Notes

Student:	Student:	Student:
Student:	Student:	Student:

Appendix D (Module 6)

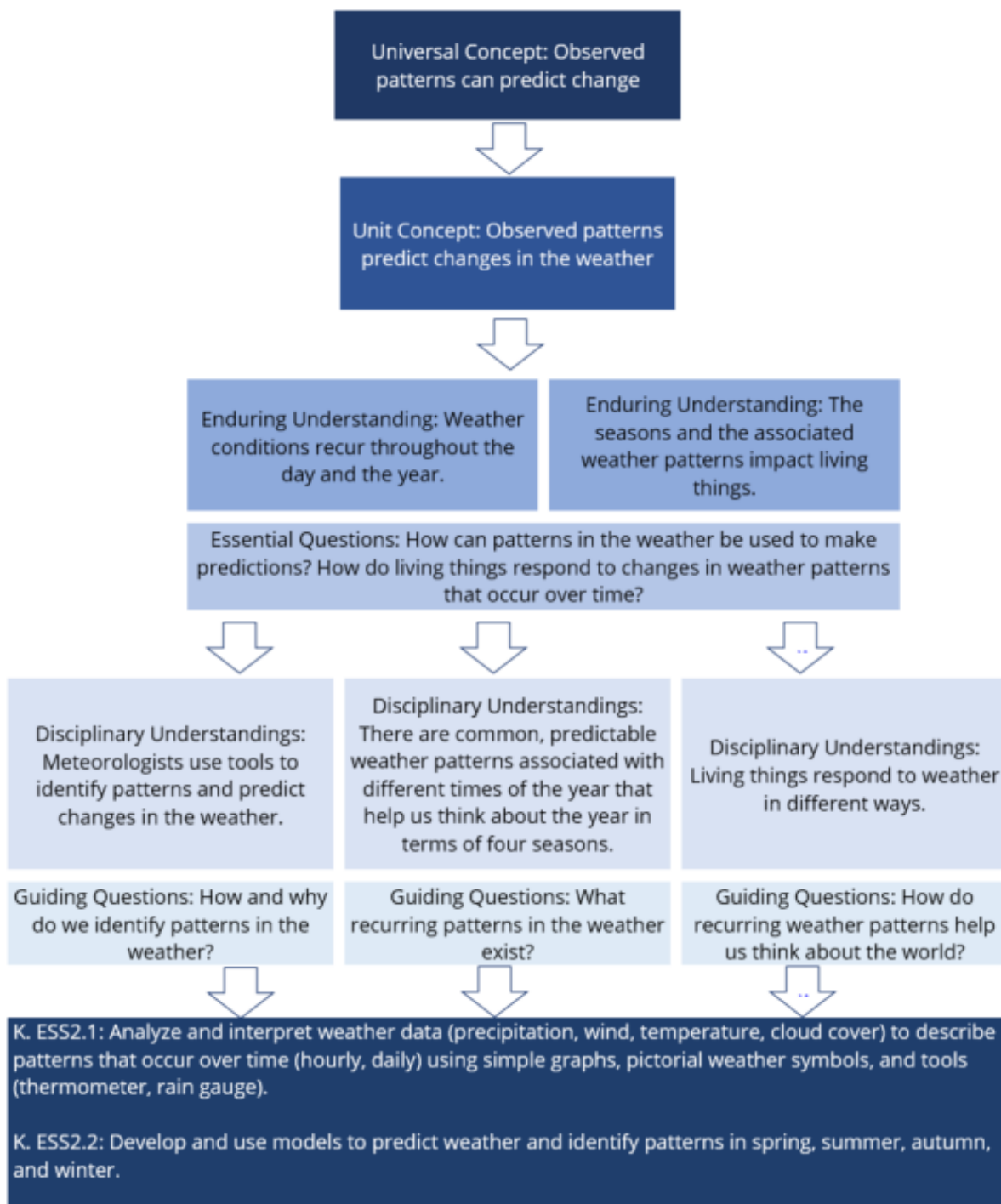
Planning Form for Heterogeneous Inquiry Groups	
Grade Level:	
Standard(s) addressed:	
Essential Questions:	
End-of-Unit Task:	
Framing Question for Small Group Inquiry:	
Group Members:	
Materials and Text Resources:	
Shared or Interactive Writing Experience:	
Connected Extension (to be completed independently):	

Planning Form for Heterogeneous Needs-Based Group:	
Grade Level:	
TN Standard(s) Addressed:	
Lesson Objective:	
Group Members:	
Texts and Materials:	
Lesson: <ul style="list-style-type: none"> • Teacher Input • Student practice • Discussion 	
Extension (daily task, literacy station, reader's notebook or daily journal):	

Kindergarten Unit Content Goals

UNIT CONTENT GOALS

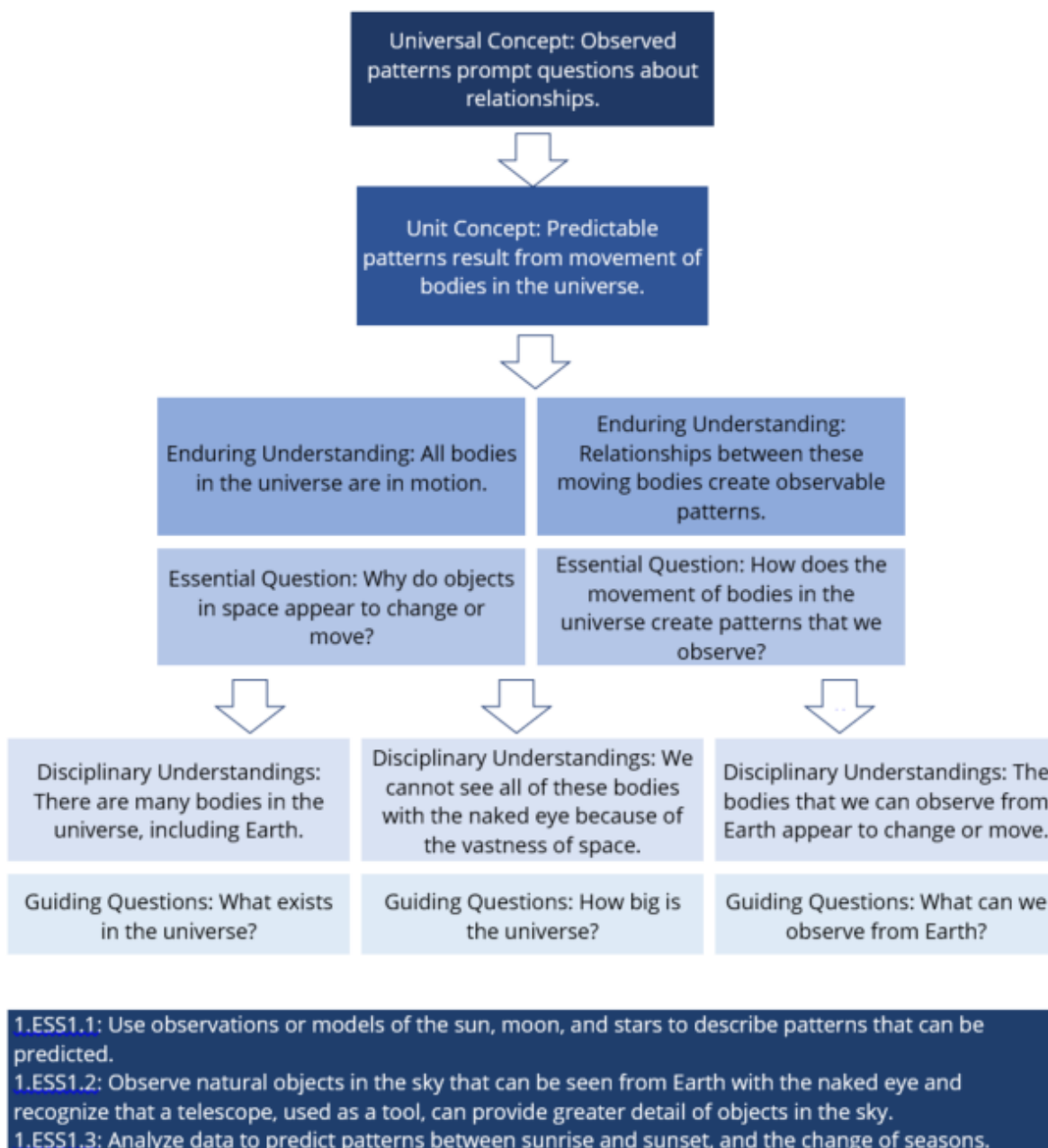
By the end of this unit, students will have achieved the desired understandings outlined below.



Grade 1 Unit Content Goals

UNIT CONTENT GOALS

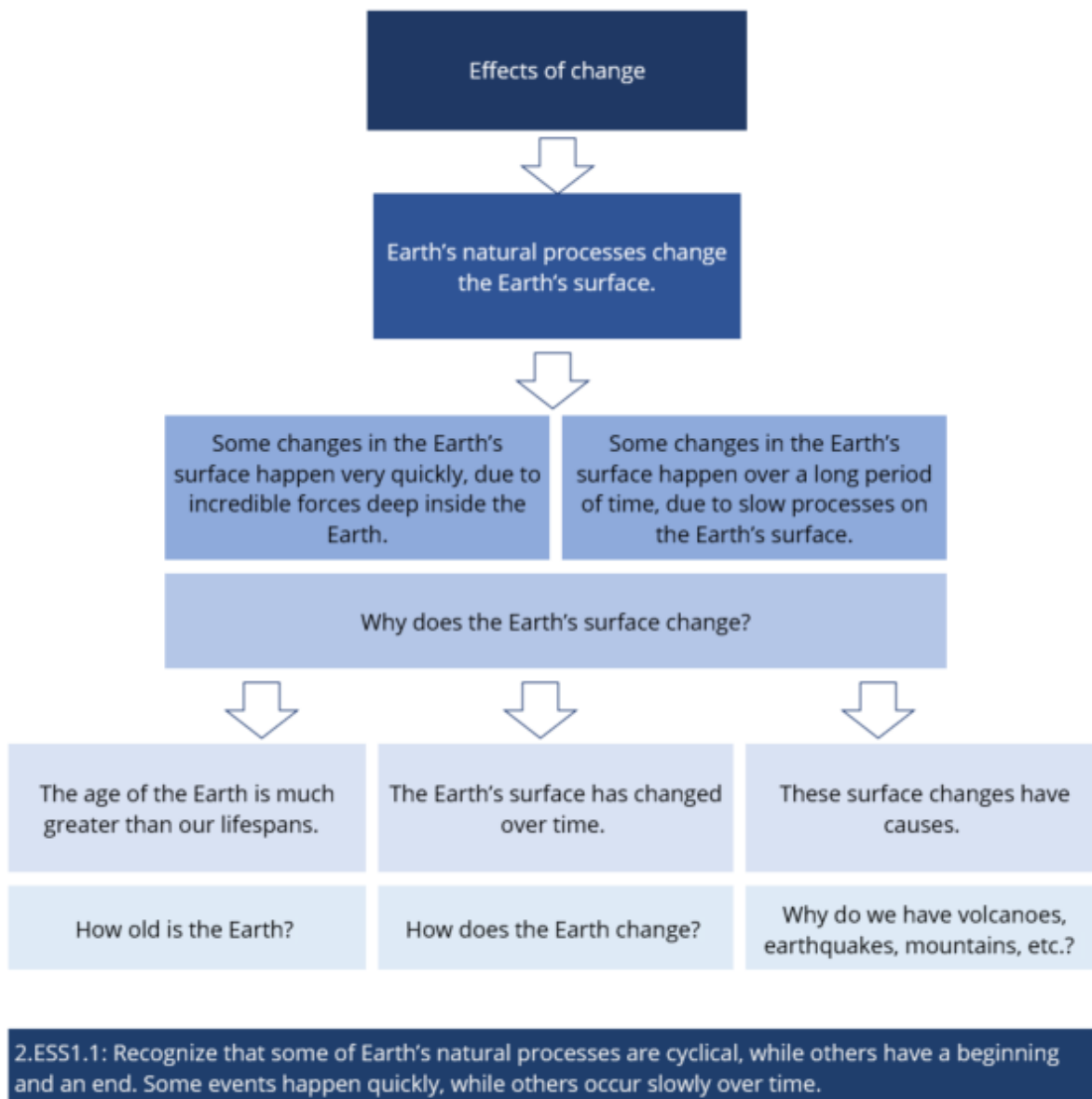
By the end of this unit, students will have achieved the desired understandings outlined below.



Grade 2 Unit Content Goals

UNIT CONTENT GOALS

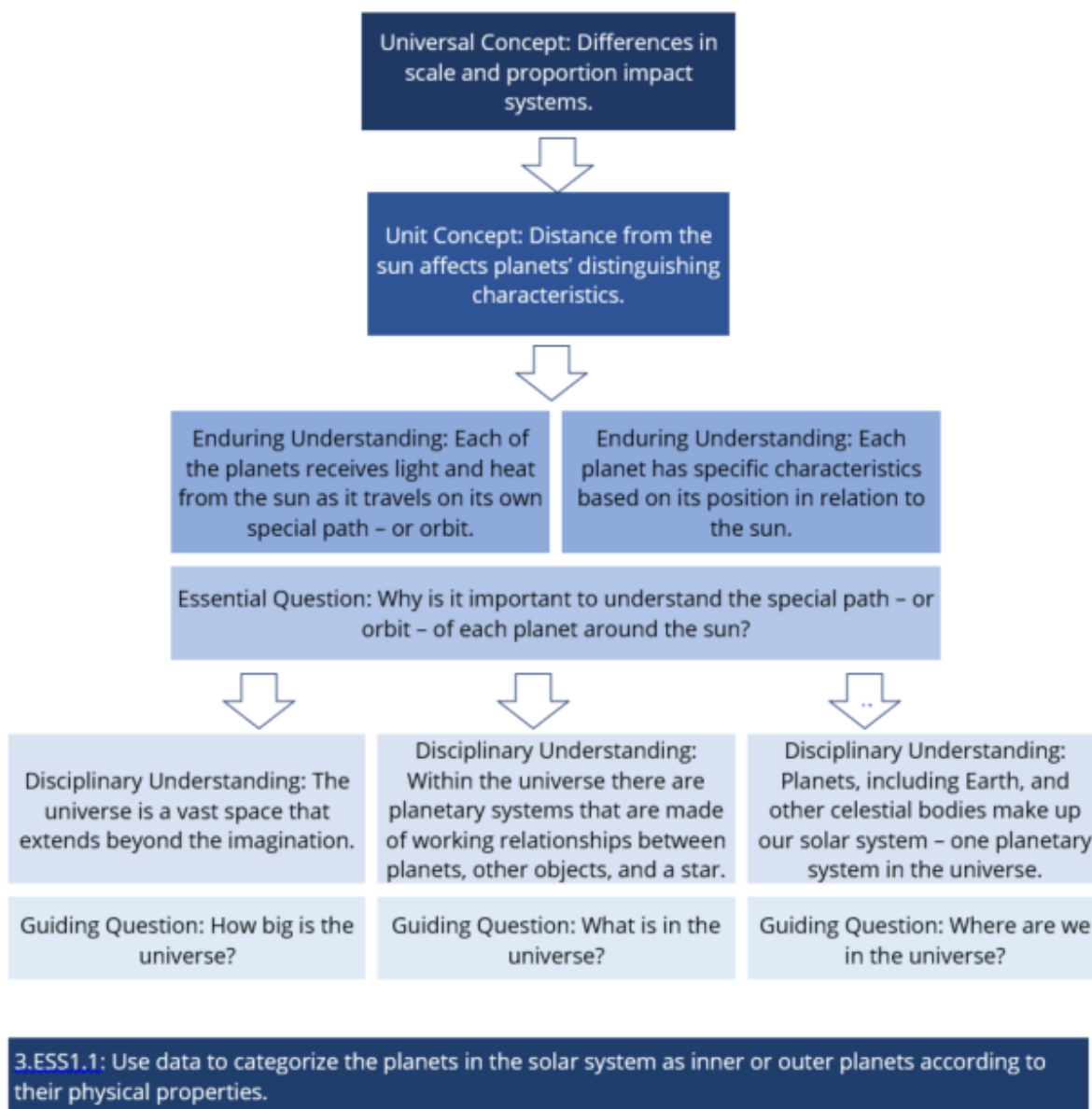
By the end of this unit students will have achieved the desired understandings outlined below.



Grade 3 Unit Content Goals

UNIT CONTENT GOALS

By the end of this unit, students will have achieved the desired understandings outlined below.



End-of-Unit Tasks

Kindergarten: End-of-Unit Task

With prompting and support, students will use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts about the weather in one of the seasons.

Instructions: Using details from the texts we have read, tell what the weather is like in that season. Explain how weather patterns affect people, animals, and plants.

Draw a picture of your chosen season, including people, animals, and plants.

- When you draw your person, be sure to include what they are wearing and what they might be doing.
- When you draw the animals, be sure to include where the animals might be and what they might be doing.
- When you draw your picture, be sure to include what the weather looks like in your season.
- When you draw the plants, be sure to include what they might look like in that season.
- Write and/or dictate a complete sentence underneath your picture, including vocabulary words from the word bank.

First Grade: End-of-Unit Task

We have read about several observable patterns such as (1) day and night, (2) phases of the moon, and (3) the seasons that affect Earth, and we took notes on our class Astronomer's Log and synthesized many of the things we learned along the way. Using that log and our synthesized writings, create a brochure that informs visitors at your school's STEM night about the patterns created by our universe's moving bodies. Be sure to name the three different topics we discussed, write and draw some facts about each topic, and end with some closing thoughts about patterns in the universe. Be sure to cite details from more than one of the texts we read.

Remember a strong brochure will:

- Use details from the texts we have read. Write at least three sentences:
 - A sentence introducing the observable pattern
 - At least one sentence explaining why we observe this pattern
 - A sentence that provides some closure to that page in your pamphlet.
- Use at least three vocabulary words from the word display.

Second Grade: End-of-Unit Task

Create a letter that:

- Explains to the webmaster why the Earth changes.
- Uses facts and details from unit texts to name and describe at least two processes that cause the Earth to change.
- Be sure to include information about whether each process results in a quick change or a slow change to the Earth's surface over time.

- Be sure to include an introduction, facts and definitions from the texts to provide evidence, and a concluding statement.
- Use at least three words we have learned in our studies.

Third Grade: End-of-Unit Task

Students, imagine you are a NASA scientist and the president has asked you if we can relocate people to other planets. Prepare a brief for the president on why Earth is ideally suited for life but the other planets are not.

Be sure to do the following when you write your brief:

- Write an introduction.
- Use information from unit texts to explain why Earth is ideally suited for life.
- Use information from unit texts to explain why each of the other planets in our solar system is not suitable for life. In your explanations, be sure to talk about the specific characteristics the planet has based on its position in relation to the sun.
- Use linking words and phrases to connect your ideas.
- Use vocabulary words from our words study: climate, patterns, distance, atmosphere, surface.
- Write a conclusion statement.

When you are finished with your brief, practice presenting the report to the president's advisors.

If you are playing the role of the advisor (i.e., other students), ask clarifying questions. Some possible questions are as follows:

- What might be some other key facts?
- How could you use the vocabulary words in your writing?
- What is your main message to the president?
- In what ways are you connecting your ideas together?

Appendix E (Module 7)

Sample Exit Ticket

Exit Ticket

Name (optional) _____

The purpose of this professional learning was to:

- Learn how to analyze and determine the qualitative complexity of a text in relation to the students in a group
1. Considering the outcome above, what aspects of the professional learning were most useful to you?
 2. Please provide an example of something you will do differently as a result of this training.
 3. What suggestions do you have to improve our professional learning for next time?

To what extent do you agree or disagree with the following statements?	Strongly Disagree	Disagree	Undecided	Agree	Strongly agree
Today's session was a good use of my time.					
This session addressed my professional learning needs.					
I will be able to apply today's learning in my classroom.					

Please rate your understanding of how to analyze and determine the qualitative complexity of a text in relation to the students in a group	Low High									
Before this PD session... how would you rate your understanding of this topic?	1	2	3	4	5	6	7	8	9	10
After this PD session...how would you rate your understanding of this topic?	1	2	3	4	5	6	7	8	9	10

Please use the back of the page to provide any other feedback.
Thank you!

Data Inventory and Planning Sheet

Data	What does it measure?	When is the data gathered? How often?	Who is included in the data? (Does this data include everyone or a certain subgroup?)	How might the information be used?

Evidence-based Conversation Template

Predict <ul style="list-style-type: none">• What do we think we'll see?	
Notice (Just the facts: <ul style="list-style-type: none">○ I notice that...○ I count that...)	
Wonder (I wonder if/why/whether...)	
What? (What does the evidence suggest?)	
So what? (What are the implications of the evidence?)	
Now what? (What are we going to do next?)	

Planning Template for Evaluate Phase

<p>Connect with the big picture: Write a mini theory of action about the goal of this professional learning and the steps necessary to achieve that goal.</p>	
<p>Select high-impact questions: How will you know if your work is successful, not just at the end, but all along the way?</p> <ul style="list-style-type: none">• What will you need to know about professional learning?• What will you need to know about teacher knowledge and understanding?• What shifts will you expect to see for <u>adults</u> if the professional learning is effective?• What shifts will you expect to see for <u>students</u> if the professional learning is effective?	

<p>Gather information: What kind of information could you collect to answer the questions above? Also consider when you will need to collect this data (e.g., do you need some data about where teachers started in order to understand their shifts?</p> <ul style="list-style-type: none"> • What data will you collect about teacher engagement? • What data might help you understand teacher knowledge? • What data might help you measure shifts in practice? • What artifacts of student learning might help you and teachers understand shifts for students? 	
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